

January, 1960

# Catholic School Journal

Christian Brothers have  
an interesting solution to  
"The Problem of the  
Yearbook."  
See page 22.





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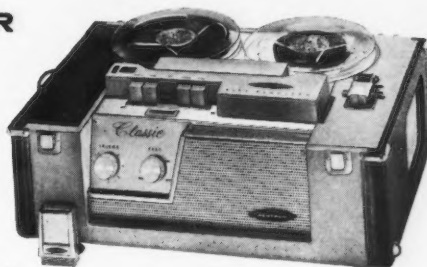
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### THE CATHOLIC SCHOOL JOURNAL

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# Evaluations of Audio-Visual Aids

By Ella Callista Clark, Ph.D.

## NATIONAL FILM BOARD OF CANADA

680 Fifth Ave.

New York 19, N. Y.

Geography films, 16mm. sound, examine the physical regions of Canada to show how the areas were formed, their influence on the way of life of the people, and the location of the rich resources they contribute to the economy and the joint defense of North America. Each film in black and white is priced at \$80.

### Physical Regions of Canada

(23 minutes) gives an introduction to the physical and economic geography of Canada, showing the six natural divisions: the Pacific Coast region, the Great Plains, the Laurentian Shield, the St. Lawrence Lowlands, the Atlantic region, and the Arctic Islands. In each region the film relates the topography, climate, and natural resources to the industries or occupations of the people.

### Mountains of the West

(20 minutes) This is a study of the physical and economic geography of the Western ranges whose rivers power Boulder Dam and the Kitimat aluminum project. The film shows how Canadians have unlocked the resources of this region for industrial use. An animation sequence depicts how the mountain ranges took shape through geological ages.

### The Great Plains

(24 minutes, also in color at \$160) This film examines the vast prairie region of Canada, source of new oil production. The varied occupations of farmers and townsmen are shown throughout the year. Live photography, animation and, in the historical sequences, Paul Kane's paintings tell the story of the plains from early settlement days to the present.

### The Precambrian Shield

(25 minutes) Canada's treasure trove—the vast Laurentian Shield, lies like an enormous semicircle around Hudson Bay. At representative points from the

Labrador coast in the east to the Northwest Territories, the film presents typical scenes of the industries, occupations, and natural resources of the region.

### The Great Lakes—St. Lawrence Lowlands

(23 minutes) This film shows how the thickly populated St. Lawrence Lowlands have grown from a region of agricultural settlements into Canada's industrial heartland, similar in many ways to adjacent area of the United States. This study includes the varied agriculture, giant power developments, oil refineries, steel mills, factories, Great Lakes shipping, and the chief commercial hubs of Toronto and Montreal.

### The Atlantic Region

(23 minutes) A study of the Canadian east coast region, north from the New England states, shows the life and industry of its people. The direct influence of geographical factors on the development of this area is seen in the great Maritime fishing industry, in the farm lands and in the industries based on mineral and forest resources.

### Winter in Canada

(18 minutes) This film describes the influence of the Canadian winter on the lives of two boys—one in a Quebec Laurentian town and the other on a ranch in the Alberta foothills. Their varied winter activities and experiences are seen, as well as significant features of the vast country lying between them.

## McGRAW-HILL BOOK CO.

330 W. 42nd St.

New York 36, N. Y.

### Man of the Century: Churchill

This 56 minute, 16mm. sound, black and white film (\$250) originally appeared on the CBS television network. Documented by recorded speeches and excerpts from actual newsreels and the documentary "Listen to Britain," this film possesses unique authenticity. The narrator, Walter Cronkite, selects, interprets, and weaves together most interestingly, incidents in Sir Winston

Churchill's life and times. Sir Winston himself plays the hero's role, and he is supported by Lenin, Stalin, Chamberlain, Mussolini, Hitler, Goering, Roosevelt, Queen Elizabeth, and many other well-known personages.

The film opens with brief scenes of Sir Winston's childhood, his military experiences at Sandhurst, in Cuba, and in India, and his work as a correspondent in the Boer War.

His political career began in 1900 when he became a conservative member of the House of Commons. After he formed the Liberal Party, the Suffragettes, whom he opposed, unseated him. Following this, came two cabinet appointments, but his support of the ill-fated Gallipoli Campaign of World War I forced him to resign. Feeling that his political life was over, he rejoined his old regiment in France. However, Lloyd George appointed him Minister of Munitions, in which capacity he promoted the use of the airplane and tank.

After the Armistice, Churchill bent every effort toward stopping Communism which was making great strides in Russia. In three successive attempts he failed to gain a seat in Parliament. He became Chancellor of the Exchequer in Baldwin's cabinet, but the Labor Party victory of 1929 turned him out. In 1933 he sounded warnings against Hitler and referred to the Munich Pact, which Chamberlain signed, as "total and unmitigated defeat."

At the age 65 Churchill became Prime Minister and through his eloquence and personal visits did much to bolster morale. After Hitler attacked Russia, Churchill threw his support to Stalin and with Roosevelt drew up the Atlantic Charter. Churchill addressed Congress a few days after the U. S. declared war against Japan, following the Pearl Harbor attack. Then he visited the Canadian Parliament as well as the British and American troops in North Africa, and he met with the chiefs of states at Casablanca, Teheran, and Yalta. Then came victory, the Potsdam conference, and Churchill's dismissal by the British in favor of Atlee and the Labor Party.

His writing, painting, return again to Number 10 Downing Street, and the

(Continued on page 9)

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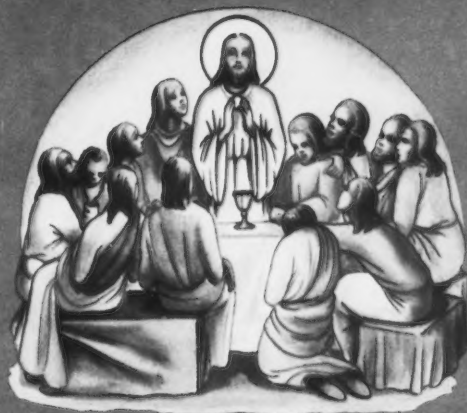




# WELCOME, JESUS

By REV. GEORGE M. DENNERLE and SISTER MARY MAGDELA, S.N.D.

- all full-color pictures
- attractive bindings



*finest  
of  
First  
Communion  
prayer  
books...*





# the prayer book for First Communicant



## STATION ONE

### Jesus Hears That He Must Die

You were always kind to others.  
 But wicked men told lies about You.  
 You did not get angry, dear Jesus;  
 You were very quiet and brave.  
 When others tell lies about me,  
 please help me to be brave too.  
 Jesus, I love You.  
 Help me to love You always.

65



WELCOME JESUS is the First Communion prayer book especially written and designed to appeal to both boys and girls of seven or eight years. Not an adult book in a fancy binding, it is the *child's prayer book* in content, vocabulary, size, illustrations, and lack of italics!

The authors are a priest and a Sister who are thoroughly aware of a First Communicant's spiritual needs and capacities. They have expertly incorporated into WELCOME JESUS the results of their experience garnered during years of specialized work in preparing children for First Communion.



The authors have composed prayers for their book which are short, simply worded, and carefully phrased in sense lines. They have made their book *exactly* what the child needs . . . *exactly* what the child will be able to understand and want to use!

And the artist and prayer book designer have complemented the text with vividly full-color meaningful illustrations *throughout*, clear over-sized type, and rugged bindings designed to withstand the child's handling.

Ask your dealer today to send you samples of WELCOME JESUS and discover for yourself why most Sisters *insist* on this *FINEST* of child's prayer books for their First Communion classes.

*Illustrated are four full-size pages from WELCOME JESUS showing full-color pictures and the large, clear type.*

## Distinctive Features

- All the important, needed prayers in language the child understands
- Every illustration in full color
- Prayers in conformity with the wording of the revised Baltimore Catechism
- Prayers in sense lines instead of page lines
- Vocabulary checked against standard word lists for age level
- No italics used
- Brought up to date on new Communion fasting regulations

# WELCOME, JESUS

## Contents

**PART ONE**  
My Daily Prayers

**PART TWO**  
At Holy Mass

**PART THREE**  
Visits With Jesus  
Benediction and  
Stations

**PART FOUR**  
When I Go to  
Holy  
Communion

**PART FIVE**  
When I Go to  
Confession

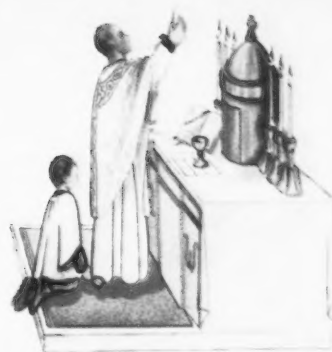
**PART SIX**  
Visits With  
Mother Mary

**PART SEVEN**  
Visits With Saint  
Joseph

**PART EIGHT**  
My Angel and I

**PART NINE**  
My First Com-  
munion Day

**PART TEN**  
My Confirmation  
Day



**Jesus Is on the Altar**

This is the most important part of the Mass. The priest says over the bread: **THIS IS MY BODY**; and over the wine: **THIS IS MY BLOOD**.

He lifts up the Sacred Host for us to see. It is the Body of Jesus. He raises the golden cup. In it is the Blood of Jesus. Jesus offers His Body and Blood to God for us.

# WELCOME, JESUS



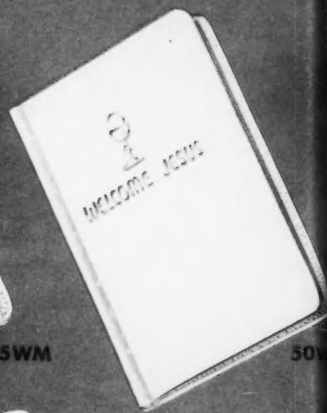
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25WG



25WM



50W

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WELCOME, JESUS is available in First Communion kits or boxed individually.



20B



25B



50B

## Preparing to WELCOME JESUS

By Rev. George M. Dennerle and Sister M. Magdela, S.N.D.

This attractive little book was especially prepared to help the teacher prepare First Communicants by acquainting the children with the prayers they will use on their First Communion day.

All the prayers, except the Little Novena, are taken from the First Communion prayer book, WELCOME, JESUS, so that the children will be familiar with their prayers and the books they will use when they receive their first Holy Communion.

Like WELCOME, JESUS, the content of this booklet is arranged in sense lines instead of page lines, and all prayers are in the vocabulary of children.

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## Evaluations of AV Aids

(Continued from page 4)

many outstanding honors accorded him complete the exciting story presented in this film; the mood of which is strengthened by an appropriate, unifying musical theme throughout.

For high school and adult groups this film possesses exceptional value. It makes history "come alive" in a remarkable manner and preserves for scholars' use a television program of lasting value.

### ENCYCLOPEDIA BRITANNICA FILMS

1150 Wilmette Ave.

Wilmette, Ill.

#### Hawaii — the Fiftieth State

A timely 17 minute, 16mm. sound, color (\$180) or black and white (\$90) film. It is usable in elementary grades and upward through adult level.

The film opens with a Pacific Ocean scene of sea and sky which is suddenly disrupted by a terrific volcanic eruption. Thus the Hawaiian Islands come into existence; and even now, as the film shows, they have silent craters and active volcanoes.

Polynesians sail across the sea and for 7000 years enjoy living in this island paradise. Then in 1778 Captain Cook discovers the islands.

After surveying the origin of the islands, their physical aspects, and natural resources, the film gives a satisfying glimpse of the major industries and the people of many races who live harmoniously in this beautiful land of delightful climate.

Transportation by air and water have made fortunately located Honolulu the center of Pacific Ocean commerce. The sugar and pineapple industries are shown as being of utmost importance and the modern methods and machinery used in every phase of the work is most interestingly shown.

The film gives ample reasons why tourism is the Islands' third largest and most rapidly developing industry. Shown, too, as being important in the economy and as a first line of defense for America's west coast, are the Marine Corps, Air Force, Army, and Navy.

This well-organized film covers essential material very interestingly, and the reviewing committee agreed that it would be a decided asset to a study of Hawaii and also as general information for adult groups. With all its beauty, brilliant mosaic of cultures, thriving industries, and military importance, Hawaii has much to offer as the fiftieth State of the Union.

### ENCYCLOPEDIA BRITANNICA FILMS

1150 Wilmette Ave.

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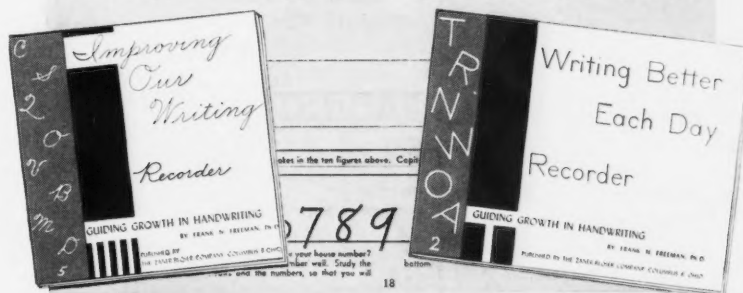
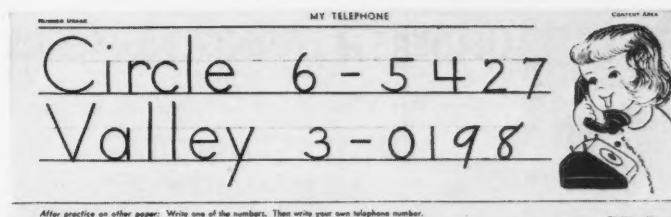
#### Adventures of a Chipmunk Family

This 11 minute, 1959, 16mm. sound film, available in color or black and white, is intended especially for primary and middle grades. It is designed to show: (1) how chipmunks live at different times of the year; (2) how the mother chipmunk cares for her young; (3) how chipmunks build their underground homes; (4) how chipmunks prepare for winter.

The film begins in early spring. Mother chipmunk comes out to sniff the air and find some food, but soon she returns to her underground den to take care of her newborn young. They are just three weeks old and have opened their eyes. Though they are still so young, the little chipmunks look almost like their mother. They grow quickly, and as the forest bursts out in the green of spring, they are ready for adventure. One baby looks out of the den and quickly hides when he hears the shrill shriek of a blue jay and the rustle of a passing deer. He comes out after mother has made sure that all is clear.

(Continued on page 10)

## New, Improved Handwriting Series!



## GUIDING GROWTH IN HANDWRITING

By Frank N. Freeman, Ph. D.

Now, after three and a half years of preparation, Zaner-Bloser proudly announces a new series of Recorders, GUIDING GROWTH IN HANDWRITING. Based on the concept of handwriting as a communication art, this new series incorporates many outstanding features:

- Coordination of writing technique, forms of written expression, and content areas.
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- Careful selection of vocabulary for each grade—words based on the Rinsland list
- Starts with manuscript writing, and progresses naturally to cursive writing.
- Separate Recorders available for transi-

tion from manuscript to cursive in either Grade Two or Grade Three.

- Increased emphasis on helping left-handed pupils.
- Each page includes content area, recording area, and development area with directions for treatment of the lesson, including the point of emphasis.
- Two professional Reference Manuals included for the teacher, with helpful suggestions for teaching in each grade.
- Separate pre-writing book for kindergarten.

Already thoroughly tested and proved in the classroom, GUIDING GROWTH IN HANDWRITING is truly a major advance in the teaching of better handwriting.

Please write for full details



*Zaner-Bloser*

612 N. Park St., Columbus, Ohio  
Dept. C

## Evaluations of AV Aids

(Continued from page 9)

We hear the friendly chirp of the chipmunk, a sound from which they got their name, "chip, chip."

As the chipmunks learn to find their food, they also learn how to tell the difference between friends and enemies. The meat-eating cat is an enemy, but the plant-eating rabbit is not. Nor is the squirrel, even though it often scolds the chipmunks.

Summer comes to the forest, and there is plenty of food for all the chipmunks. But there is much work to

be done. The chipmunks dig new rooms and tunnels and another exit from their underground home. In this film, the chipmunk's home was cut open and a glass wall placed on the side so that the camera could observe the chipmunks at work.

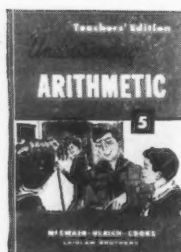
One day while all the chipmunks except one are busy, a weasel appears. Weasels are dangerous. Not only do they like meat, but they are also quick and small enough to crawl into the chipmunk's den. But fortunately the second exit has been completed, and the baby chipmunk escapes through it and hides in a log.

As the summer changes to fall, the chipmunks begin to gather food, dry leaves and grass, and line their home for winter. Chipmunks can stuff a lot of nuts into their broad pouches in both cheeks. With a mouthful of nuts, they run into the den and unload the nuts into the storage room. Fall is an especially busy season.

When the cold winds bring snow to the forest, the den gets closed and the chipmunks return to their rooms. Chipmunks do not really hibernate, or stay inactive all winter. They sleep, wake up now and then to eat a few nuts, and then sleep again until the spring sun thaws the snow and the chipmunks come out of their dens again.

The teacher's guide provides suggestions for effective use of the film and also lists several books dealing with this same subject.

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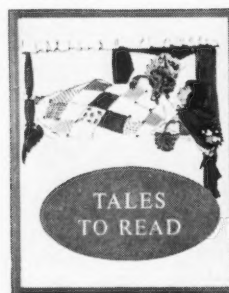
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Primer — Book 3, Shane and Hester

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He finds a rock which crumbles easily. With his magnifying glass Chris sees that the big rock is made of many little pieces.

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Chris has been told that moths and grasshoppers are alike in some ways. Is this true? Chris finds that a moth also has two feelers. Below each feeler are large, dark eyes.

Chris looks at a newspaper picture with his magnifying glass. He finds that a printed picture is really made of hundreds of tiny dots.

(Continued on page 14)



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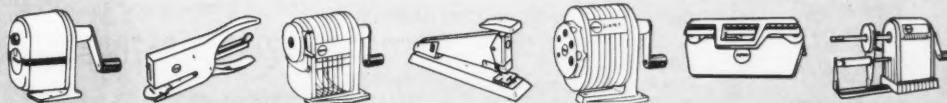
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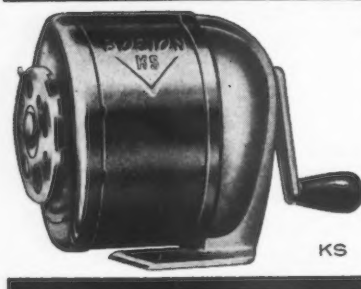
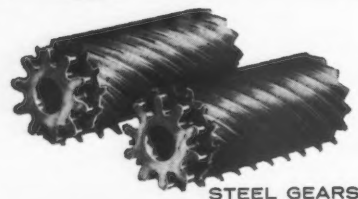
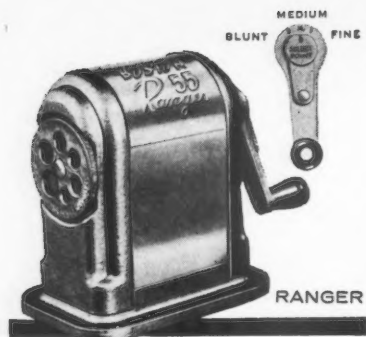
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(Continued from page 10)

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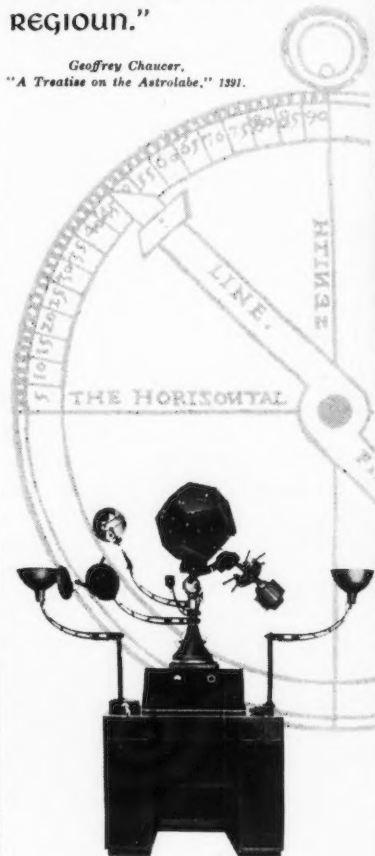
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(Concluded on page 50)

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# The Catholic School Journal

VOL. 60, NO. 1

JANUARY, 1960

## SOCIAL, LEGAL, AND EDUCATIONAL VIEWS ON A PROGRAM FOR EDUCABLE MENTALLY RETARDED IN CATHOLIC HIGH SCHOOLS

# MENTALLY RETARDED in High School

By Rev. William E. Jenks, C.S.S.R.

Associate Secretary in charge of Special Education,  
National Catholic Educational Association

■ A major task confronting Catholic secondary schools is to provide for the large number of educable mentally retarded or "exceptional children" who are seeking admission from special classes in public and parochial schools. There are now more than 84,878 in public elementary schools and more than 1500 in 70 special classes in parochial schools.<sup>1</sup> Any high school with an enrollment of 350 to 400 students should have a special class for educable mentally retarded students.<sup>2</sup>

By the year 1951, all states required school attendance at least up to the age of sixteen.<sup>3</sup> Very few parents today use the loopholes in the compulsory school attendance laws; they prefer that their exceptional children receive instruction up to their potential. The secondary school is very well equipped to meet the needs of the teenage retarded, and

the psychological, sociological, and biological needs of the retarded adolescent are now being met successfully in the junior high school.<sup>4</sup> There are now 31 Catholic junior high schools, with 214 teachers and 4477 students.

### I. SOCIAL CHANGES

The exceptional child from the elementary school now finds it practically impossible to make his way in our industrialized civilization. In 1900, more people lived on farms where a child had an opportunity for employment. In 1959, the exceptional child finds himself in a city competing with mentally superior adolescents and in need of training for a position in this mechanical age. Improved transportation has brought farm and city closer together. The family has grown not only smaller but less stable. Most of the household tasks and chores which used to fall to the lot of the exceptional child are no longer necessary. Leisure time and commercialized recreation have grown considerably. About a hundred years

ago, machines did only 6 per cent of a man's work, while today they do 85 per cent of it. We need fewer laborers, and the most untrained worker is the first to lose his job.

Today a high school education has become recognized more and more as a very important qualification for securing and holding a job. The great social, economic, and technological changes in the past half century have had an enormous impact on the growth of high schools and the number of students attending. In 1915, there were 1276 Catholic secondary schools with 2505 teachers and 74,538 students. In 1956, there were 2383 Catholic secondary schools with 31,830 teachers and 672,299 students.<sup>5</sup> As of October, 1958, there were 2289 Catholic secondary schools, with 39,515 teachers and 792,264 students (exclusive of junior high schools). The upward revision of the compulsory school attendance laws has created a demand for better vocational and technical education, and has resulted in a continuous re-examination

<sup>1</sup>Statistics of Special Education for Exceptional Children 1952-1953 (Washington: U. S. Government Printing Office, 1954), p. 19.

<sup>2</sup>Francis S. Chase and Harold A. Anderson, *The High School in a New Era* (Chicago: The University of Chicago Press, 1958), p. 373.

<sup>3</sup>Nelson B. Henry (ed.), *Adapting the Secondary-School Program to the Needs of Youth* (Chicago: The University of Chicago Press, 1953), p. 5.

<sup>4</sup>Jack W. Birch and Godfrey D. Stevens, *Reaching the Mentally Retarded* (Bloomington, Ill.: Public School Publishing Company, 1955), p. 33.

<sup>5</sup>Edward J. Power, *Education for American Democracy* (New York: McGraw-Hill Company, Inc., 1958), p. 168.

of the educational programs in secondary schools.

Educational research has revealed that, although youth varies greatly in ability, all are capable of development and all can become valuable members of society. It has been found that a narrow academic education has failed to help many youths to form desirable patterns of behavior. It often has caused social maladjustments and created habits of failure with wide and lasting implications for youth and society. The Committee of Ten, in 1892, recommended a secondary curriculum that would meet the needs and interests of students with wide ranges of ability. In 1918, the Committee on the Reorganization of Education recognized the theory of individual differences and commended them to the attention of secondary educators. In its report, this Committee recommended the acceptance of the Seven Cardinal Principles.<sup>6</sup>

With the turn of the century and the development of the Stanford-Binet Tests, schoolmen learned more about the theory of individual differences, and Special Education was born. World War I and the Alpha and Beta Tests and World War II and the Army Classification Tests disclosed some startling facts concerning the influence of social backgrounds on intelligence. Although a varied assortment of I.Q.'s can be found on all social levels, still professional men and their children ranked higher on the I.Q. scale than day laborers and their children.<sup>7</sup> Because the social environments out of which youth come to the secondary schools vary widely, more and varied services are required.

Over the years, the objectives and curriculum of the secondary schools of the United States were influenced first by the training of ministers, then the preparing of college aspirants, and then fitting boys and girls for business careers. With each addition to the sciences and the technologies, new needs for education and training came into view, and new pressures are added to the curriculum.<sup>8</sup> Influenced by the needs for ministerial duties, the humanities were stressed. This classical curriculum developed from European ideas in American Latin schools and later in Benjamin Franklin's Academy.

<sup>6</sup>*Ibid.*, p. 186.

<sup>7</sup>Leona E. Tyler, *The Psychology of Human Differences* (New York: Appleton-Century-Crofts, Inc., 1956), p. 319.

<sup>8</sup>Francis S. Chase and Harold A. Anderson, *The High School in a New Era* (Chicago: The University of Chicago Press, 1958), p. 62.

In 1870, approximately 75 per cent of secondary students went to college,<sup>9</sup> but this group had decreased to less than 25 per cent in 1950, while the curriculum of the high school remained predominantly college preparatory.

Catholic secondary education has been selective in its student body, and although the past 30 years have seen many changes, the present status of the high school curriculum is far from satisfying, and issues of great importance still remain unsolved. In 1905, Rev. Hugh Henry, rector of the Roman Catholic High School in Philadelphia, addressed the sixth annual meeting of the Catholic Educational Association. He pointed out that the natural aim of the high school was to be a "finishing" rather than a "fitting" school. Since only a few of its graduates entered the colleges or the seminary, its aim was "to impart such instruction, partly culturing, partly technical, as would best fit the pupil for an early grappling with fate."<sup>10</sup>

Catholic educators followed closely the work of the various committees of the National Education Association relative to the curriculum and purposes of the secondary school. The Proceedings of the National Catholic Educational Association contain the statements of those who favored or disfavored the idea of industrial training for those students who were going to work and not to college, but the classical program in Catholic high schools prevailed and was thought to be the best training for any field. In 1918, the College Department of the NCEA became the College and Secondary School Department, and in 1928, the secondary schools became a separate department.

#### Statement on Catholic Policy

It has been long recognized that the objectives of Catholic secondary education should be stated definitely. The Third Plenary Council of Baltimore, in 1884, urged that parochial high schools be established so that it would be possible for Catholic boys and girls to proceed from the Catholic elementary school into the Catholic high school and college.<sup>11</sup> In 1939, the statement

<sup>9</sup>General Education in a Free Society, Report of the Harvard Committee (Cambridge: Harvard University Press, 1945), p. 7.

<sup>10</sup>Rev. Hugh Henry, "The Catholic High School as a Factor in Our Educational System," *Proceedings of the National Catholic Educational Association*, II (Columbus, Ohio: The Association, 1905), p. 65.

<sup>11</sup>James A. Burns, *Growth and Development of the Catholic School System in the United States* (New York: Benziger Brothers, 1912), p. 68.

of the Policies Committee of the Secondary School Department of the NCEA listed these objectives as follows: to develop (1) intelligent Catholics; (2) spiritually vigorous Catholics; (3) cultured Catholics; (4) healthy Catholics; (5) vocationally prepared Catholics; (6) social-minded Catholics; (7) American Catholics.<sup>12</sup>

This statement was sorely needed in order to uphold the Catholic philosophy of education against the ideas of some Catholic educators which were not in harmony with the teachings of the Church and the encyclicals of the Popes on education. The following statement was made at the annual meeting of the NCEA in 1925: "We should do everything in our power to make it possible for worthy candidates to secure a Catholic education. But we ought to be very careful that only the fit should have the chance. . . . The best teachers have only a limited amount of available energy and if this is to be thrown away on unpromising material, then little or no energy will be left for the training of those who can be fashioned into splendid centers of activity. . . . Make it possible for all who are fit to secure higher education under Catholic influence, but be very strict and careful in the selection of candidates for what I consider not a right but a privilege."<sup>13</sup>

The National Education Association, together with the American Association of School Administrators, in 1935, organized the Educational Policies Commission to study the functions and programs of public education in the United States. The finest statement of their policies appeared in a 1944 publication:<sup>14</sup> "When we write confidently and inclusively about education for all American youth, we mean just that. We mean that all youth, with their human similarities and their equally human differences, shall have educational services and opportunities suited to their personal needs and sufficient for the successful operation of a free and democratic society."

The concluding "Credo" of the "Proceedings of the Workshop on the Curriculum of the Catholic Secondary

<sup>12</sup>Rev. Julian Maline, S.J., "Objectives of Catholic High Schools," *Proceedings of the National Catholic Educational Association*, XXXVI (Washington, D. C.: The Association, 1939), pp. 260-266.

<sup>13</sup>Rev. C. F. Conner, S.J., "Pro and Con of Universal Secondary Education," *Proceedings of the National Catholic Educational Association*, XXIII (Columbus, Ohio: The Association, 1925), pp. 209-210.

<sup>14</sup>Education Policies Commission, *Education for All American Youth* (Washington, D. C.: National Educational Association, 1944), p. 1.



School," conducted at the Catholic University of America, June 11-22, 1948, reads as follows:<sup>15</sup>

1. We believe that every Catholic pupil has the right to a Catholic secondary education, independent of I.Q. status.

2. Pupils of low I.Q. deserve every bit as much respect as do the high I.Q.'s. They are all members of Christ's Mystical Body. They all have the same nature, the same supernatural life, the same eternal destiny.

3. Equality of educational opportunity does not mean identity of such opportunity. School offerings must be made to meet the differing needs of different pupils.

4. The Catholic secondary school curriculum usually lags far behind the theory that high school education under Catholic auspices is the birthright of every Catholic child. It is regrettable that the vast majority of non-academic pupils cannot even gain admission to Catholic high schools. Many of those who do get in are made victims of a traditional curriculum which is largely meaningless to them.

5. Administrators and teachers need a new understanding, a new vision, a new approach to the curriculum. . . The fact that a school is called a parochial school does not mean that it is Catholic.

6. Catholic schools *can* provide suitable vocational education (i.e. pre-vocational training, not specialized vocational training) for the terminal student. The most important thing is simply realizing the *need* of it.

7. A vital area in general vocational education is preparation for family living. While much water runs under the ancient bridge of traditional subjects, time is running out and energy wasted on things which are often unreal and futile in the future lives of young people.

8. While it is true that we are educating with eternal salvation always in mind, it must not be forgotten that a well adjusted life in this world can be a most important factor in winning a blessed eternity. We are sometimes so engrossed in teaching truth that we often forget the persons to whom we are teaching the truth.

9. Each grade in school should be looked on as a year of successful experience in terms of the pupil's capacities and needs.

10. While an adolescent may have an intellectual development only on the 6th grade level, he cannot be kept with 6th grade children. There are other and richer forms of growth than intellectual development.

11. A school's marking system and policy of promotions should be geared to achievement results in terms of the capacity of pupils to achieve. The tragic happening often occurs where a pupil who succeeds in doing his best

<sup>15</sup>Rev. Michael J. McKeough, O.Praem (ed.), *The Curriculum of the Catholic Secondary School* (Washington, D. C.: The Catholic University of America Press, 1949), p. 199.

## Pray that All may be One!

From the feast of St. Peter's Chair at Rome, January 18, to the feast of the Conversion of St. Paul, January 25, the Church observes the Chair of Unity Octave, during which she urges her members and others to pray that all may be one.

The Church Unity Octave was founded by Father Paul James Francis, S.A., and was blessed by Pope St. Pius X. Father Paul and his brethren were members of an Anglican religious order who came into the Fold of Peter in a body in 1909.

In announcing the 1960 observance of the Church Unity Octave of prayer, Father Titus Cranny, S.A., of the Franciscan Friars of the Atonement, St. Paul's Friary, Graymoor, Garrison, N. Y., calls attention to the special solicitude of Pope John XXIII for the reunion of Christendom and the conversion of all to the One Fold. He says:

"Last June, Pope John issued his first encyclical and named it 'To the Chair of Peter.' The title might be called the theme of his pontificate—to glorify the Chair of Peter as the center and symbol of religious unity for all the world and to win souls to the Unity of the One Fold."

The daily intentions of the week of prayer for unity are:

Jan. 18. The return of all the "other sheep" to the One Fold of St. Peter, the One Shepherd.

Jan. 19. The return of all Oriental Separatists to Communion with the Apostolic See.

Jan. 20. The submission of Anglicans to the Authority of the Vicar of Christ.

Jan. 21. That the Lutherans and all other Protestants of Continental Europe may find their way "Back to Holy Church."

Jan. 22. That Christians in America may become One in Communion with the Chair of St. Peter.

Jan. 23. The return to the Sacraments of lapsed Catholics.

Jan. 24. The conversion of the Jews.

Jan. 25. The Missionary conquest of the world for Christ.

Copies of a leaflet, "Pray That All May Be One," containing approved prayers and suggestions may be obtained from the Franciscan Friars of the Atonement, St. Paul's Friary, Graymoor, Garrison, N. Y.

"fails" in spite of his actual success.

12. When conditions are accurately looked into, it is usually found that pupils fail far less often than is suspected; more often, it is the school that fails by neglecting to provide a program fitted to the pupil's capacities.

13. Many of the disciplinary problems among non-academic pupils occur because a school may expect too much of them in the way of mastering abstract subject-matter. Adequate curriculum provisions for terminal education often transform a school into a place where industry and studious effort prosper. The college preparatory courses tend to improve greatly, too, because it takes out of these classes students who have no ability to achieve success and little interest in these courses.

14. To expect the same quality of performance from all pupils in the same subject-matter fields, is wholly unreasonable. To fail students for not

coming up to such arbitrary standards is much like criticizing the Creator for not having made all pupils the same.

"Realizing that college-preparatory subjects do not adequately meet the needs of many of the high school pupils, accrediting agencies in half of the states suggest, recommend, or prescribe that needs of the community and the learner should determine the elective program of studies."<sup>16</sup>

## II. LEGAL PROVISIONS

Statutes (Sec. 156, American Jurisprudence) making the education of children compulsory have become very general in the United States. Their

<sup>16</sup>Grace S. Wright, *State Accreditation of High Schools* (Washington, D. C.: U. S. Government Printing Office, 1955), p. 56.

constitutionality is beyond dispute. The state legislature has the power to enact such laws as it may deem necessary to secure and maintain the prosperity of the state. "A general diffusion of knowledge being essential to the preservation of the rights and liberties of the people, the legislature shall encourage by all suitable means the promotion of intellectual, scientific, moral, and agricultural improvement" (California Constitution, Article IX, Sec. 1). The state by this section has the authority to enact legislation and school regulations for the education of physically handicapped and mentally defective children.

### Labor and Education Laws

The rules applying to the establishment of special classes in public schools are either permissive or mandatory. Teachers working with students in secondary schools should become aware of the legal implications of the Labor Code and Education Code as it applies to high school exceptional children. Educators should be interested in keeping these students in an educational environment as long as possible, and Catholic educators should establish special classes and develop a work experience program for them. Work experience education is a systematic plan whereby young people, still in secondary school, gain realistic employment experience through part-time work. In Tyler's study of work experience in California in the 1954-55 school year, 149 of the 166 schools where this program is offered, reported 7044 students enrolled in these courses.<sup>17</sup> Since there are only 12 Catholic vocational high schools in the United States, Catholic secondary schools should use public school facilities wherever possible for vocational subjects.

(1) Minors between the ages of 8 and 16 years must attend full time school (Education Code; Sec. 16601) unless exempted for special reasons provided by law, such as children whose physical or mental condition is such as to prevent, or render inadvisable, attendance at school . . . (Education Code; Sec. 16622).

(2) Minors between 16 and 18 years of age who have not graduated from high school and who are regularly employed must attend continuation classes for at least four hours per week (Education Code; Sec. 17001). When not regularly employed such minors must attend such classes for at least three hours per day (Education Code; Sec. 17003).

<sup>17</sup>Henry T. Tyler, *Report of the Study of Work Experience Programs in California High Schools and Junior Colleges* (Sacramento: State Dept. of Education, 1955), p. 40.

Section 16678 of the Education Code may be interpreted to mean that after a mentally retarded student has spent four hours in school, he can work for an additional two to four hours under the direct supervision of the school authorities. Low level jobs are terminal and not interim jobs for the mentally retarded and yet such individuals often leave school without intensive preparation for the lowest level jobs. In order to place these students properly in employment, we shall have to improve the guidance program in Catholic elementary and secondary schools. A full time guidance counselor is recommended for Catholic secondary schools with an enrollment of more than 300 students.

The Vocational Rehabilitation Services in the New York area made a study of 248 cases of mentally retarded students during 1953-55. Relatively few students with an I.Q. below 59 and even fewer with an I.Q. below 54 in the study group were able to benefit by rehabilitation services to the point of entering competitive employment. At the best only 32 per cent were guided to successful employment.<sup>18</sup> This shows that much more has to be done by secondary schools in order to prepare exceptional students for life here and life hereafter.

Compulsory education is in vogue in Wisconsin for handicapped children. Even though a child is handicapped, if the schools offer classes specifically designed for his training and education, that child is not "incapacitated" or "disabled" within the meaning of the compulsory attendance law. Section 41.04 of the Wisconsin law requires each city and county superintendent to report every handicapped child of school age under his jurisdiction and reasons for non-attendance if the child is not in school.<sup>19</sup>

Most states by statute make exemption to compulsory attendance laws where physical or mental disability exists. However, where special services are provided, the statutory authorization is considerably narrowed by specific provisions requiring compulsory attendance for certain handicapped groups. And even where a specific group, i.e. the mentally retarded, are not covered by law, it is a reasonable and safe assumption that the courts would rule in favor of compulsory edu-

cation for all who can be benefited despite handicaps.

In the case of *State v. Ghrist*, the Iowa Supreme Court directly specified that a local board of education may establish special classes for mentally retarded children and require compulsory attendance therein if found to meet state standards of eligibility. When a fourteen year old retarded pupil was placed in an ungraded classroom outside of his neighborhood school district, the parents contested on the grounds that the board acted unreasonably. The court upheld the local board indicating that the parents committed an offense for having failed to cause the child to attend the special class sponsored by the board. The parents could be held criminally negligent for neglect of duty under the compulsory attendance laws.

It may be well to mention here that a second effort was made to tax private schools in California. This tax would not apply to private schools for handicapped children. The only Catholic schools for exceptional children in California are: one residential school for mentally retarded girls; two for socially maladjusted boys; and three for socially maladjusted girls.<sup>20</sup>

### Objectives of Special Education

It may be well to list some of the objectives for the education of children with retarded mental development:<sup>21</sup>

1. Learning to maintain a state of physical well-being.
2. Learning to live safely.
3. Learning to understand one's self.
4. Learning to get along with others.
5. Learning to communicate ideas.
6. Learning to use leisure time.
7. Learning to travel and move about.
8. Learning to earn a living.
9. Learning to be a home-maker.
10. Learning to enjoy life through the appreciation of art, dance, and music.
11. Learning to adjust to the forces of nature.
12. Learning to manage one's money.

As Catholic educators we would add: Learning to know, love, and serve God in this life in order to be happy with Him in the life to come.

(To be concluded)

<sup>18</sup>David Guralnick, M.S., "Vocational Rehabilitation Services in New York City for the Mentally Retarded," *American Journal of Mental Deficiency*, LXI, Oct., 1956, p. 368.

<sup>19</sup>*Op. cit.*, LXI, July, 1956, p. 152.

<sup>20</sup>Rev. William F. Jenks, C.S.R. (ed.), *Directory of Catholic Facilities for Exceptional Children in the United States* (Washington, D. C.: Special Education Department, NCEA, 1956), pp. 54, 61, 78.

<sup>21</sup>*Op. cit.*, LXIII, Sept., 1958, p. 234.

# Let's be Fair in our assignments

By Sister M. Aloysius, O.S.U., M.S.

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Most teachers have seen that discouraged, frightened look on a pupil's face when an arithmetic assignment has been collected and the desired paper was only one third or one half finished. How it hurts when he must admit that he was able to work only five or perhaps eight of the fifteen problems assigned because it took him so long! Almost inevitably there are students in the same classroom who wear an expression of smug self-complacency. Perhaps talented Jack has worked the fifteen problems in ten minutes and he is confident they are all correct—arithmetic offers no difficulty to him.

## Challenge All Students

Is it fair to Joe who sincerely tries to finish all of his assignments but because he is a slow thinker finds that it is impossible to complete assignments that have been thrown out in wholesale lots to the class? Jack isn't being treated fairly either if the fifteen problems assigned to the group are little more than routine drill for him. His assignments should be difficult and long enough to challenge and bring out his best work. The problem is clear enough but how can it be solved? It is impossible for a teacher to group the students for each subject and have a different class for each group in every subject. However, it is possible to make the daily assignments fit children of various abilities and achievements. Let us suppose that, after the principle in an arithmetic solution has been explained, discussed, and some problems solved using the principle, the text or

workbook has 25 problems based on the principle just studied. The assignment could be made in this manner: for a C grade the minimum number of problems worked correctly would be 15; for a grade of B the minimum would be 20 problems; and for the student striving for an A all 25 problems should be worked correctly. The result should be a challenge for the A student and a reasonable goal for the C student to attain, as he is obligated to work only 15 problems.

The students appreciate the privilege of determining to an extent the amount of written work expected of them without feeling that they are disappointed if they fail to accomplish as much as brighter classmates in a certain period of time. It is possible to make assignments of greater difficulty and length to interest the brighter students without pointing them out as different from the average student. An assignment that the greater part of the class can handle with comparative ease, yet requires serious application, could be the basis for the B grade with the minimum assignments, for the A and C grades proportionately more or less difficult.

## Do Your Best

This in no way classifies a child as a C, B, or A student with no opportunity to break into another "class." All students should be encouraged to work as many problems as they can and all of the assignment if possible. Frequently the normally C or D student will attempt to work the problems for a grade of B or C. When he succeeds he

enjoys this added success without suffering feelings of failure on other days when he does well to work the minimum assignment for a grade of C.

There is a possibility that a student capable of doing B or A work may try to work on the C level. Ordinarily the interested teacher can handle this problem effectively by properly motivating the student. Firmness along with an explanation of the responsibility of each individual to do the quality of work for which he is capable should bring the brighter student to want to do his best work.

This can also be an answer for the parents who are forever wondering why their Susie or Johnny did not receive A's on the last report card. Parents should be led to see that children vary greatly in ability, even within one family, and that it is not fair nor sensible to demand grades of one child that he cannot possibly attain even if an older brother or sister or the classmate down the block has a liberal sprinkling of A's on his report card. It is good mental health for the child to know his ability and his limits, and when he is doing his very best he is to be commended for it. As the size of the house has nothing to do with the happiness of the family that lives within, and the amount of the monthly income does not describe the qualities of a good father, so A's and B's do not necessarily designate those children who are enjoying the greatest success in school or those who are destined for the greatest happiness here and in the wonderful life of the hereafter.





## PROBLEM of the YEARBOOK

By Brother Luke M. Grande, F.S.C.

Christian Brothers College, Memphis 4, Tenn.

### ■ "Let's drop the yearbook."

This tentative suggestion, made by a disgruntled yearbook moderator, reflects a rather general dissatisfaction with part of the present journalism program. And there are, perhaps, good reasons for the unhappiness of the yearbook moderator.

A disinterested judge would, in all probability, agree that yearbooks do perform, or at least have in the past performed, a worthwhile function in the school. One may propose, for example, that for all of the students the yearbooks are irreplaceable "memory books" of the four years of high school or of college. For some students, the art work, the photography, the planning, the writing, and the selling are important educative experiences. For the administrators, the book provides a valuable, if not unique, record of the year's work. Obviously these are legitimate, if modest, reasons for continuance of the yearbook—provided that the means of attaining these objectives are proportionate and appropriate to the ends themselves.

### The New, Elaborate Yearbook

The problem of *professionalism* has quite subtly insinuated itself into the yearbook committee plans, without many of the committee members being aware of it. In many cases, the yearbook has become almost an end in itself, with the interscholastic prize being given to the thickest, most expensive, and flossiest product assembled by perhaps the smallest staff and the most energetic yearbook moderator. Prestige is an end in itself, rather than as an accidental accompaniment to pupil development.

An examination of a twenty-year collection of any school's yearbooks will reveal a progressive increase of expenditures and elaborations. Color, at one

time entirely absent, is now demanded despite the fact that increased cost demands a new subsidy from the financial committee and, of necessity, the use of a commercial printing company. The argument for color is mainly that "other schools all use it, so . . ."

Next, covers must be padded. Why? What is so lovely about a "fat" book? Where the illusion of thickness is desired some excuse might present itself, but with the massive tomes put out by most yearbook staffs such a reason seems flimsy, especially when the dubious aesthetic value costs twenty-five cents extra per book. Again, students, being conformists, plead that "everybody else does it"; but there is no reason why moderators should not attempt to kick against the goad.

Finally, paper must be slick, enameled, and expensive. The alternative need not be newspaper stock; a good grade of flat paper will provide a satisfactory ground for sharp pictures. And the size and the number of pages grow year by year.

### Curricular or Extracurricular?

In order to publish this elaborate yearbook, a correspondingly complex organization must be put into operation. Various plans, any one of which tends today to make exorbitant claims upon *somebody's* time and energy, may be devised. When the yearbook was small, the job could be handled as an extracurricular activity, with many students joining to make work light. Or if the school were small, so was the book; and a small staff could produce the yearbook without detriment to scholastic work. Today a student must dedicate his life to getting out this prodigy. And it is questionable, at least, if the effort, at the expense of education, is worth it all.

Certainly there are valid, but limited,

educative values in yearbook work, but a little humor or even realism in weighing these values would suggest to moderators a salutary de-emphasis on this time-consuming activity.

The yearbook staff need not be extracurricular. A journalism class can be incorporated into the curriculum. But is such a course warranted? Is not the "course" in putting out a yearbook an artificial answer to an artificial need—the super colossal yearbook? Is the development of the student aesthetically or intellectually really the objective in such a course, or does the student become a tool in the construction of the end, a mammoth yearbook?

Whether the yearbook is produced in or out of class, the moderator is frequently put under many commercial pressures. He must put out an outstanding yearbook. That means it must absorb his time, if it is to be immense and errorless—and one must not have errors in the book! Unfortunately, students are prone to make errors, which means that the long-suffering moderator must, in some cases, virtually write his own book.

If the moderator runs the yearbook as an extracurricular organization, he may also fall into the trap of virtually giving up teaching. "You're not losing a teacher, you're gaining a yearbook moderator"—but the gain in comparison with the loss is a dubious one.

There is a final alternative: the "product" can also be bought. In other words, the whole yearbook project can be dumped into the lap of a yearbook company which, with its professional artists, layout men, and photographers, can deliver an excellent book without benefit of either student or teacher help. Sterilized and "untouched by student hands," the book attains all the lovely objectives of the new yearbook plan—except the subsidiary one of





educating the students.

We should not, nevertheless, bite the hand that feeds us. Yearbook companies have been the godsend to schools strapped for time, talent, or personnel; their representatives are amazingly patient and helpful; and their work in making a beautiful book out of the scraps with which they are sometimes provided is almost miraculous. But, granted their salvific function at times, the companies are merely coming to our aid in supplying us with an artificial need we have ourselves created.

It would appear from what I have said so far that the whole subject of yearbooks, objectives and methods, needs some reconsideration and, if possible, some solutions. Not to be completely negative, nor indeed to be a "special pleader," I would like to present an interesting experiment that has been carried on at one school—Christian Brothers College, Memphis, Tenn.,—for the past two or three years. I do not propose this experiment as the solution, nor do I pretend that it has been an unqualified success. I am well aware that the experiment is of much more value to a small school than to a large one.

The basic plan was to combine the school newspaper with the yearbook. A small school would need fewer members on the staff, since the amount of work that would have gone into two completely separate publications was shared; and one man *could* moderate both journalistic efforts although, as in the case of student co-operation, two moderators working together would be ideal.

All of the work that went into the make-up of the school paper became doubly meaningful, since it would be important ultimately for the production of a good yearbook. The weekly papers

were no longer dead following publication, and more time could be expended purposefully on the individual issues.

In addition, pictures and news were not duplicated as they had previously been when the two publications were working independently. By actual count the number of pictures in the final yearbook was double that of the conventional one.

Yearbook coverage was more complete than it had ever been. After all, if one objective of the yearbook is to give a review of the year, what better way than the chronological coverage provided by the school paper?

But the influences between the yearbook and the newspaper conceptions were reciprocal. First of all, the size of the newspaper had to be changed. Instead of putting out a four-paged, news-sized paper, we adopted an eight-paged, book sized one. Many school publications had already adopted this format as being more appropriate to the tone of scholastic papers, which are generally heavier on the feature than on the news article than the conventional commercial paper.

Second, more pictures, which helped considerably to increase student interest, were introduced into the pages; since they would be needed in the final yearbook coverage.

Third, with the reduced size and the need for more pictures, it was not only possible, but necessary to run off the paper on the campus lithograph machine, rather than to have it printed by a professional printing company. The process was, needless to say, considerably less expensive; and the saving would have warranted the purchase of a lithograph machine, if there had been none available.

Fourth, the whole process—writing, organization, make-up, paste-up—was in the hands of the students.

Two kinds of paper were used—a low grade for the current issues, a high grade for the pages eventually to be bound into the yearbook.

In the final product, the usual sections of the yearbook were added: faculty, graduates, and underclassmen, all bound in the beginning of the book. The usual yearbook title page and division pages, based on the theme of progress, were also introduced at the time of binding. But even these special sections (which were created by a separate staff, working with the news staff) were run off on the lithograph with gratifying results.

The finished book combined the best efforts (sometimes woefully inadequate,

it must be admitted) of both the news staff and the yearbook staff, and, we thought, attained all of the legitimate objectives that can hope to be attained by such publications.

### Tentative Conclusions

It would be comforting but, I'm afraid, dishonest to end upon this euphoric note. As I have stated before, the experiment was not a complete success. Like all noble experiments, it had its blind defenders and its equally blind attackers. Among students, reaction was mixed. However, the only real objection was that the yearbook was "different." Since students, in general, are conformists, some objected that it wasn't a "yearbook," until it was pointed out to them that the new format contained everything a yearbook should have. Ultimately, the objectors resorted to the argument that they "just didn't like it."

Some students opposed the book as a rehash of the year; they had already seen the pictures. Granted. But if the book is a "memory book," certainly even three months later, the book with its fuller coverage and more numerous pictures would be more valuable (a fact admitted by many students as early as the fall following spring publication). It is further significant that all objections came from non-staff members.

But, strangely enough, none echoed my own objections: such a plan preserves for posterity every grammatical and artistic mistake ever made during the year. Consequently, much more care is needed in putting out the individual issues of the paper. Sustained effort through the year, rather than the furious last minute energy of a yearbook staff, is a *sine qua non* for the acceptable yearbook.

Second, the possibilities for color were not utilized. While the work involved in lithographing with multiple color is increased, the end result would be much more exciting.

Third, some way might be worked out to group all news pages together, all sports pages, etc. And perhaps a special section, exclusive of such pictures in individual issues, grouping organizations might be included in the final product.

It seems to me the greatest achievement of the experiment has been in its opening to students a vista for enthusiastic experiment. Weaknesses and errors abounded in the whole project, but the current journalists have an unparalleled interest in the next issue.

# HOW's and WHY's in 4th grade geography\*

By Robert N. Saveland, Ph.D.  
Geography editor for Ginn & Co.



Photo courtesy of Aero Service Corp., Philadelphia

A young student has no difficulty learning and remembering geographical terms when he can easily identify them on a colorful, three-dimensional chart.

■ The child entering the fourth grade leaves behind him the primary unit with its emphasis on basic skills and immediate locality, and enters the intermediate grades where he begins to branch out into more diverse subjects and distant locales. Through the years, teachers and parents have observed that nine-year-olds, from their innate curiosity and background of daily experiences, are intently interested in the great big world in which they live. To help satisfy this curiosity and to promote initial understandings of the world and its people, the schools of this country have generally evolved a fourth-grade curriculum based upon representative, or type, areas.

## Choosing Areas for Study

The basic criteria for selecting areas for study usually hinges upon the illustration of kinds of physical environments, such as hot, wet, cold, dry, mountainous, and lowlands. At the same time various representative peoples may be depicted, such as Oriental, Indian, Negroid, and Caucasian. In practice, certain areas have tended to be selected more frequently than others, so that units on Switzerland, Norway, and the Netherlands are particularly common.

\*This is the first part of a paper read at a teachers' meeting arranged by Rev. R. J. Connole, superintendent of schools for the Archdiocese of St. Paul and held at the St. Paul Auditorium, Sept. 18, 1959.

This repetition has sometimes led to the perpetuation of certain inaccuracies and stereotypes. We are all familiar with the windmill, wooden shoe, and igloo type of geography which unfortunately resulted in such instances. Even today we must constantly be on our guard to present the most factual and up-to-date information possible concerning the lands and peoples of the world.

Because analogs exist in various parts of the world, one often has a choice of several different areas to represent a particular type of environment. There are, for example, no fewer than six subtropical deserts in the world. Other things being equal, the question of whether to study Egypt or Saudi (sah-OO-deh) Arabia may be of little consequence when it comes to presenting desert life and surroundings. "Other things," however, have a way of never being equal, so, using Egypt and Saudi Arabia as an example, let us explore other criteria in the selection of representative areas.

Not only should a type area be representative of a particular environment, but it should also provide for a careful and sequential development of geographic concepts. In other words, it should fit into a total plan. This is not a job to be undertaken lightly; in fact, it is a time-consuming task which calls for continuing experimentation and research. In the case of Egypt and Saudi Arabia, we can immediately see one

essential difference between the two places: Egypt has a river running through its middle. Let us see what implications this fact has for the teaching of geographic concepts.

The over-all objective of teaching about deserts on the fourth-grade level is to show how people live in an area of little rain. At the same time, the children learn some common characteristics of deserts. These include:

1. Deserts are dry lands. (Evaporation exceeds precipitation.)
2. Deserts are often hot by day and cold at night. (Dry air and lack of cloud cover contribute to temperature extremes.)
3. Much bare ground can be seen in deserts. (Sand dunes occur in special places.)
4. Desert plants are well suited to dry conditions. (Flowers may grow profusely after a rain.)
5. Some animals make their homes in deserts. (This is well illustrated by Walt Disney's film, *The Living Desert*.)
6. People need water in order to live in deserts. (Water may be obtained from underground sources, from rivers, or may be brought in from outside.)
7. Where enough water is available, crops may be grown by irrigation. (Such an area may be called an oasis.)

Concepts associated with rivers have very little relation to the above desert concepts, except for the use of rivers as a source of water supply. Let us notice some important river concepts to be presented in the fourth grade:

1. Rivers obtain their water from rain and melting snows. (Too much rain results in flooding.)
2. Rivers flow downhill from their source to their mouth.
3. Many tributaries join to make large rivers.
4. Fast-moving streams carry tiny soil particles.
5. Deltas are formed by soil deposits at the mouth of a river.
6. Rivers may be used for washing, drinking, fishing, irrigation, power, transportation, and recreation.

From the foregoing it can be seen that the selection of Egypt as a type area for study in the fourth grade may require the teaching of two different sets of geographic concepts within the same unit. On the other hand, the selection of Saudi Arabia permits a teacher to concentrate on desert concepts and allows the river concepts to be taken up in connection with another unit, such as India, where the river is a dominant force in the environment.

It should be noted in passing that Egypt presents certain difficulties for teaching river concepts on the fourth-grade level. The two major sources of the Nile are in greatly contrasting regions. One source, the highlands of Ethiopia, helps to account for seasonal flooding along the Blue Nile. The other source, the great lakes of Central Africa, helps to account for the stability of the White Nile. Also, the great marshes of the Sudd and existing dams along the course and at the distributaries of the Nile do much to iron out seasonal fluctuations in the river. Even without the cataracts and the High Dam controversy, the Nile is a complicated river.

Besides selecting type areas which are representative of a particular environment and which provide for a careful and sequential development of geographic concepts, curriculum committees and teachers should try to select those areas which will promote a healthy understanding and respect for other peoples. Teaching about the backwardness and poor living conditions of certain parts of the world may result in life-long attitudes of haughty superiority toward persons of other customs and appearances. To counteract this tendency it is important for teachers and textbooks to emphasize that other people live in ways that differ from our own for good and natural reasons. Some areas, because they have had considerable contact and friendly relations with the United States, may more suitably serve than others as representative areas for study at the fourth-grade.

### Why Stories?

Once type areas have been selected, the approach to the study of these areas needs to be considered. One common approach has been that of journey geography. By this method the class goes along on a hypothetical trip around the world. Unfortunately these trips are too often too hypothetical. For instance, every year, in many parts of our country, children are taking such unlikely airplane "flights" as one from the North Cape of Norway to the Szechwan Basin of China, or another from the northern coast of Alaska to the southern tip of Cape Horn. The purpose of journey geography is to add realism to instruction as well as to provide a vehicle for incorporating descriptions of places. Thus, when this device is used, it should revolve around real trips and not flights of fancy. Actually, if children develop the ability to use a globe, they need only have a place pointed out in order to transport themselves in imagination to that place.

Stories are a common means of presenting geographic information in the fourth grade. Not only do stories make the way seem shorter, they may also serve to present geographic information in a meaningful way. When a story is skillfully told, the children put themselves into the scene and experience the warmth, drought, and cold of other lands. They may also taste, smell, and hear through the perceptions of the person in the story with whom they identify themselves.

The danger of the story approach is that the stories may become an end in themselves, rather than being a means to an end. To avoid this possibility it is important to intersperse occasional questions which direct attention to features of the environment and call upon the use of cause-effect reasoning.

### Utilizing the Contemporary Environment

On all levels of instruction, but particularly in the fourth grade, a teacher should utilize the contemporary environment in instruction. This means that when studying Eskimos, children will encounter them using outboard motors. It also means that a teacher should be on the alert for items from our own culture which are helpful in explaining the culture of others.

Pictures, if recent, are one of the media for presenting the contemporary environment. Photographs in a textbook impart to the child a feeling of realism and authenticity which is some-

times lacking when drawings are used. Other visual aids, especially educational films, are a great asset to teachers in presenting life in other lands.

Television, which could be a great educative force in our culture, is today too often misdirected and misused to have much beneficial effect upon the mind of a nine-year-old. Only occasionally does a travelogue hold the interest of those who can be persuaded to switch the channel away from a favorite "western." On the other hand, listeners are thoroughly indoctrinated as to what cigarettes "thinking men" smoke. Educational television, in spite of limited budgets and lack of mass support generally does a creditable job.

Music is a media for expressing cultures and environments which may be used to good advantage in geography and social studies classes. How well Grieg captured the spirit of a far-northern land in his songs of Norway! Our own dynamic culture has produced music with an international language of its own in tunes that are heard around the world. And the song, "Getting to Know You" from *The King and I* is certainly one wherein fourth-grade children can express the purpose of their year's geographic study.

### Earth-Sun Relationships

One of the outstanding facts of the contemporary scene is that we have entered into the Space Age. Children are following the accounts as astronauts are preparing for the first human venture into space. It seems almost inconceivable at this time to observe that some fourth-grade textbooks and courses of study have omitted the fascinating subject of earth-sun relationships from their content.

Experienced teachers have successfully taught the facts of earth-sun relations to fourth graders for years. Fortunately we are entering upon an era in American education where emphasis is shifting to what children can do rather than what they cannot do.

New teachers may feel insecure when it comes to teaching earth-sun relationships. In any event a review of the basic factors involved and their implication in the fourth grade will be helpful for all.

In the study of type areas, it is observed that in equatorial lands the sun is high in the sky. In polar lands the sun, even at noon, is never high in the sky and may disappear below the horizon for days and even months. Pictures of children with their shadows



have frequently been used to demonstrate the variations in height of sun at various places on the earth. Eskimo children in furs are shown pointing to a sun near the horizon. Lightly clad children of the tropics are shown pointing to a sun overhead. These, however, indicate only the position of the noon sun and do not demonstrate the path of the sun around the sky.

A simple classroom project using paper suns or balloons can demonstrate how the sun is seen at the equator, the tropics of Cancer and Capricorn, Arctic and Antarctic circles, and the poles at certain times of the year. Have the intersection of the walls and the floor represent the horizon. Use the true directions of east and west as they exist in the classroom. Prepare enough paper suns or balloons to represent each hour of daylight. To show the path of the sun at the Tropic of Cancer on June 21, first place the 6:00 a.m. sun near the floor on the east wall. Then the 6:00 p.m. sun is positioned near the floor on the west wall. The noon sun is hung directly overhead in the middle of the room. The remaining suns are regularly spaced in the inter-

vening positions to make an arc across the room.

At this point it should be noted that the terms *Torrid Zone*, *Temperate Zone*, and *Frigid Zone* should no longer be taught. The sun lines (Tropic of Cancer, Arctic Circle, etc.) denote the boundaries of areas which receive light from the sun in a certain way. While there is some correlation between sunlight and warmth, the adjectives torrid, temperate, and frigid are erroneous when it comes to describing temperature conditions on the earth.

Merely to demonstrate the various ways in which the sun is seen is not enough. To leave this phenomena without explanation is to participate in the assassination of the inquiring mind. The first major intellectual hurdle encountered here is that while the sun appears to us to be circling the sky, it is in fact the earth which is going about the sun.

The two major earth movements, rotation and revolution, while not necessarily named on the fourth-grade level, can be quickly demonstrated by two children. One child represents the sun and stands in place at the front of the

room. The other child, representing the earth, walks arounds the sun and rotates as he walks.

Please, when demonstrating the movement of rotation, do not twirl the globe rapidly and say, "The earth spins like a top." The movement of the earth on its axis is a grand and majestic movement which is most correctly demonstrated by turning the globe through fifteen degrees in one hour. (Most of us cannot stand still that long.) The fact that the speed of rotation at the equator is close to a thousand miles per hour is only a tribute to the magnitude of the earth.

By far the most important understanding concerning earth-sun relations is that of the parallelism of the earth's axis. Fourth graders can readily understand the axis if the analogy with an axle is made, and if the teacher pretends to extract a long pencil from the globe and uses it to represent the axis. By holding the pencil in the right hand with the eraser end indicating the North Pole, the pencil can be moved around the left fist, representing the sun, to show that at one time of year the North Pole is slanted toward the sun, while at another time the North Pole slants away from the sun.

Finally, a very simple globe demonstration can bring home to the children the effect of these earth movements on the sunlight received by the earth. Have them imagine that they are suns and ask them to beam upon the earth as you hold the globe in front of them. First incline the North Pole toward them. In this position they can beam continuously upon all the lands within the Arctic Circle even as the globe is rotated through a complete turn. Then incline the North Pole away from the class and they see that they no longer can beam upon the far-northern lands, but beam upon Antarctica instead.

Earth-sun relations are important to us in our daily lives. Painting a house, parking a car, and paying a light bill are only three common activities that may be influenced by these relationships. A simple understanding on the fourth-grade level of sun lines and earth movements is a prerequisite to more advanced understandings in later grades of latitude, longitude, and time. Careful planning, sequential development, and imaginative presentation can result in the mastery of these concepts.

(The conclusion of Dr. Saveland's paper, which treats of fifth-grade geography will appear later.)



AN INTERNATIONAL DISPLAY

The eighth grade Civics Club at Holy Trinity School, East Vandergrift, Pa., in studying national origins of U. S. citizens, set up a display of food and other items from foreign lands.

Left to right: Joan Jankowski holds a Slovak songbook; Alan Mikula, a pillow cover made by his great aunt in Slovakia; Nancy Musala, a Slovak national emblem; Charles Hoover, the citizenship papers of his grandparents. Costumes worn by the students ranged from Slovak finery to a Turkish fez. The parents contributed various dishes to an international menu.

The school is conducted by Sisters of Saints Cyril and Methodius of Danville, Pa. Sister M. Innocentia, SS.C.M., directed the project.



# St. John Bosco— Apostle of Educative Love

By Rev. Angelo Franco, S.D.B.

Don Bosco College, Newton, N. J.



■ One day the newly appointed rector of the Jesuit College of Campolide (Portugal) arrived at the Salesian Oratory in Turin, anxious to have an interview with Don Bosco, then already in his declining years. On being introduced to the holy priest, he explained the purpose of his visit: "Father," he said, "I am coming from Portugal and I am on my way to Rome: but I have, of set purpose, broken my journey in Turin. I have some important matters to talk over with you. I have just been put in charge of the most important college of our Society in Portugal and I am anxious to give my pupils the best possible education. Will you tell me, dear Father, what I cannot find in books—the secret of getting best results?" And as he spoke, he produced a long questionnaire from which he began to read. After each question, which tentatively suggested a solution to his problem, he paused, waiting anxiously for a reply. But the Saint kept looking at him as though the questions were off the mark, and he had nothing to say. When the Jesuit rector finished reading his questionnaire, he could not disguise his disappointment. Don Bosco was not interested. Then, imploringly and with feeling, "Father," he pleaded, "I have all the sons of the Portuguese nobility under my care . . . think of my responsibility before God and my country. What is, then, the great secret? How shall I be able to mold the souls of my boys?"

The Saint now broke his silence. Fastening a penetrating look on his interlocutor, he calmly said: "*Love them!*" And that was, apparently, the end of the interview.

Several years later, the eminent Jesuit recalled the interview to the superior general of the Salesians, then on a visit to Portugal. He added that it still stood out in his memory as one of the great events of his life. The two simple words in which Don Bosco had embodied his secret, had been to him like a sudden flash of vivid light, which in an instant, had opened out to him a large vista. "I felt like a man who, after trying in vain to get a treasure locked in a safe, had been suddenly handed the key."

## Golden Sayings

Don Bosco found no time to write, as he would have wished, a complete treatise of education. He was a man of action, he lived his system. However we can find in his writings some golden sayings which give us an idea of the depth and originality of his educational insights. They are like

variations of his favorite theme "Make yourself loved, not feared." Let us cull a few of these sayings:

a) My system is based on love (*amorevolezza*), reason, religion. *Amorevolezza* (he preferred this word to the word *amore* which might suggest a tinge of sentimentalism) connotes that warm, expansive kindness, which is radiance of goodness and expresses itself in sundry little ways—a cheery smile, a look of approval, an encouraging word, but above all in service, in self-dedication, in visible devotedness. It is this which makes the boy realize that his teacher is good and he has his welfare at heart. In this sense love becomes an active force which "bends the will of the boy to do willingly what the rule or the superior demands."

b) "Boys not only must be loved, they must be made to feel that they are loved."

c) "He who knows he is loved, loves—and he who is loved obtains anything from the young." "Love begets confidence, and confidence sets up a sort of live current between educators and pupils. Hearts open up, boys spontaneously reveal their needs, their desires, even their faults: they are sincere in confession and out of confession. . . ."

d) But to win such confidence, distance must be broken and replaced by wholesome familiarity. "Try to make yourself known by your pupils and get to know them by spending as much time as you can with them. During leisure time and recreation mingle with them and seek opportunities of whispering to individual boys some confidential words of encouragement. This is the secret that will enable you to become master of your pupils' heart." "If the teacher is only seen in the classroom, he is looked upon only as a teacher; if he mingles with the pupils during recreation, he is a brother. If a priest is heard only when he is in the pulpit, he does nothing but his duty. But if he says a good word to a boy during recreation time, that word is the word of one who loves. Oh how many conversions have been the result of such casual good words."

e) Love has no substitute. Don Bosco had no use for rigid discipline. "Why should we substitute the coldness of a regulation to love?"

f) "We must love the things which boys love (for instance games). Then the boys will love the things that we love, such as discipline, work, sacrifice."

(Concluded on next page)

g) "Every time you speak to a boy, see that when he departs from you, he is happier and better. When you have to correct a boy, let your correction be made in such a way that the boy becomes a greater friend of yours than before."

h) But what about the "difficult boys"? "With these boys our love must reach the utmost limit." "Remember that education is largely a matter of the heart." "We shall not succeed as educators unless God teaches the art of winning our boys' heart." "The heart of a boy is an impregnable fortress: Only love can force it open." On the other hand "in every boy, however depraved, there is always a weak spot, which if carefully touched by an expert educator, will not fail to respond." This latter dictum simply dismisses the false notion that Don Bosco held there is such a thing as the incurable *bad boy*.

### Modern Psychology

Modern educational psychology tends more and more to regard "educative love" as a fundamental factor in education. It is the *sine qua non* in the therapy of maladjusted adolescents. "We have developed too much mind and too little heart," says Father W. Smet, S.J.: "that is why we find it so difficult to reform psychology."<sup>1</sup> And Alport of Harvard writes: "A persistent defect of modern psychology is its failure to make a serious study of the affiliative desires and capacities of human beings."<sup>2</sup>

Speaking of the need of warm human relationship between counselor and client, Father W. Smet, S.J., says: "This ex-relationship with God and the religious growth such relationship implies."<sup>3</sup> One can now understand what was in Don Bosco's mind when he said: "I seek to win the hearts of my boys that I may infuse in them the love of God." It is by

love on the human level that he prepared his boys for personal love of God.

### The Transforming Power of Love

Some reminiscences of an early pupil of the Saint on "how Don Bosco loved his boys" may be found illuminating.

"Five years I spent with Don Bosco at his Oratory in Turin. What that life meant to us can hardly be expressed in words. It was a life of perfect communion with the most loving of fathers. It was like breathing his very life, for Don Bosco had a unique power, not only of winning our hearts but of transforming them. Everybody was convinced of being loved by him with a love of predilection. Each of us felt as though he was captive of a powerful affection which enveloped and pervaded his soul and nourished all his thoughts and desires. Such power of affection steeped our souls in an atmosphere of gaiety and happiness, banishing from us all anxiety and preoccupation. Ours was indeed the happiest of securities. We felt that the Saint would see to all our needs both spiritual and temporal. But that affection — let it be clearly understood — was no mere human love. It was something far purer than any human affection. Marvelous was the influence which he had over us. His glance, as tender as it was penetrating, could be more effective than speech. His smile, so varied and yet always so calm; the nodding of his head, at times so significant; the peculiar movement of his lips, which could speak without uttering a word; the harmonious cadence of his words — all these acted on us as a powerful magnet, exercising an influence which we would not forego for all the gold in the world. All his solicitudes had indeed only one aim — that we might avoid sin and live in the presence of God as though we saw Him with our own eyes."<sup>4</sup> Perhaps no better picture has ever been given of Don Bosco as educator.

<sup>4</sup>From *Life Resplendent*, Life of Father Paul Albera, second successor to St. John Bosco. Salesiana Publishers, Paterson, N. J.

<sup>1</sup>Quoted in *The Human Person*, by Arnold Gasson, p. 86.

<sup>2</sup>Quoted in *Homiletic and Pastoral Review*, Oct., 1958, p. 20.

<sup>3</sup>*Op. cit.*, p. 543.

## The I.Q. of Happiness

The disturbed mother of a senior high school student had come to the parent-teacher association meeting to receive some assurance of her son's success. She listened attentively to the proceedings but they did not solve her immediate problem. After the meeting, she headed straight for Brother Joseph, senior adviser.

"Will Thomas make the graduating class this year?" she painfully asked.

"If he plugs hard during this final semester, he can do it," replied the adviser with some secret reservations.

"Oh, I'm so happy to hear this. If Thomas can only get out of high school and go up to the junior college. You know, Brother Joseph, up there, he will get the chance to retake his I.Q. test. My other two sons didn't achieve this. I know it'll help him to get to college."

Brother Joseph, staring at the clock on the far wall answered, "Yes, that'll be nice."

By Brother Gerard Hagemann, C.S.C.

Notre Dame High School, Biloxi, Miss.

# From Manuscript... to Cursive Writing

By Sister M. Elmera, O.S.B.

St. Peter's School, Farmer, S. Dak.



■ Is there anything more satisfactory for a parent or teacher than the "desire to learn" pictured in the sparkling eyes of a boy or girl who enters school the first day in the first grade? This is the day the child has anticipated for many months—the day which has finally arrived; and, with a brand new, brightly colored pencil and beautifully colored tablet, the child enters upon his new career. Sometimes there is very evident shyness, sometimes much "packed up" courage, but nevertheless, there is glowing enthusiasm. Now, what about that glorious pencil and tablet? Is the ambition of the child to be curbed immediately by having these precious objects taken from him and placed in a very special place on a very special shelf along with other pretty pencils and tablets, only for later use? What a heartache for the child! Didn't he come to school to read and write?

Most children nowadays acquire a certain degree of muscular co-ordination before starting school, by the use of colors and pencils and other small objects. They *do* now need very special guidance which they did not receive before. They must learn that paper is ruled for a reason. They must be taught to adjust vision with muscular co-ordination—and *very small* muscles, too. A teacher can detect very early by observation which of the children must begin with large movements and large material and which of her new subjects are ready for the smaller—and in this latter group, she will find her majority.

## Suggested Lessons

### 1. Introduction to Ruled Paper

Method: Call the blue lines "fences" and color the "highways" between. Use two or three colors alternately.

Objectives: Seeing lines. Developing

coloring skills. Improving muscular co-ordination.

### 2. Joining Dots

Material: Paper prepared with dots.

Activity: Join dots with lines of color.

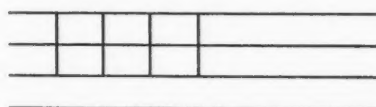


Objectives: Learning left to right movements. Improving muscular co-ordination. Enjoying use of colors.

(Later the V's may be colored in various ways for extra activity. The teacher uses ingenuity.)

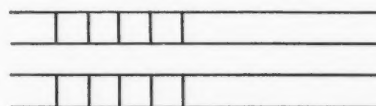
### 3. Long Lines or Strokes

Objectives: Preparing for capital letters.

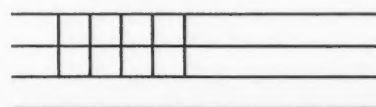


Methods: Draw long lines crossing two spaces. Skip next space or "highway." Continue alternating lines and spaces. Color "highways" later.

### 4. Rows of Short Lines With "Highways" Between



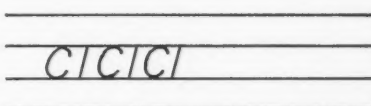
Objectives: Preparing for small letters. Learning to skip spaces.



### 5. Middle-Sized Lines

Objectives: Preparing for tall letters.

- 6. Large Circles.
- 8. Large C's.
- 7. Small Circles.
- 9. Small c's.



Now we begin to name letters—but only casually, without any intensive drill, for example, O's and C's.

Each of the lessons suggested above may be repeated as often as necessary. After the first introductory lesson of each exercise, however, the practice lessons of the same type need not be in consecutive order.

The children are soon ready for other letter forms. Small "c" and "e" are alternated. "a" is learned by making the yard "c" and placing the gate "e" next to it.

Words from "child" vocabulary are used effectively. Children understand more easily if we speak in their language. They will learn "grown up" language gradually, but we need never retard progress in skill learning by refusing to use words from their very limited vocabulary. The "r" is a water pipe with a faucet. The "n" has a stream of water flowing from the faucet—or the curved lines in "n" and "m" may be little hills, etc.

After the letter forms have been learned in this manner, the children are ready to copy from their manuscript texts. Their enthusiasm must always be kept alive by the use of a variety of motivating activities. Writing must always be fun and a child must never be made to write when he is tired or just doesn't feel like writing. Many times he can be encouraged by a few words,

and at other times it may be better to wait. *Tomorrow* he may be "ready." But we don't ever let the child know we have changed plans because *he* didn't want to write. He must never get the idea that we have let him "get by."

Gradually and constantly the pupils are taught and reminded to keep letters close together and words properly spaced. Extra word building activities with *ABC Word Builders* provide excellent helps for teaching awareness of spacing.

### Manuscript and Print

After several months of this constant daily practice, the class is ready to begin copying from the printed page, preferably from the reader. The children are taught to simplify from the type, leaving off all extra curlicues and using the "g" for "g" and "a" for "a," etc.

After about four weeks of this type of writing, the children are ready to reduce the size of the letters. At first they lower the letters to half size. The children draw very light pencil lines between the blue lines to use as their guide. This is done only for a few days. After this they reduce the size of the letters merely by imagining the light lines. By this time their writing has become quite uniform and even. Manuscript writing is continually practiced during the remainder of the first grade and throughout the second grade, and it is used whenever manuscript is preferred to cursive writing for certain types of work. It is essential that the pupils keep practicing and developing the two skills simultaneously.

There are advantages in using the reader for manuscript writing. The children acquire an awareness of the approximate size of writing, and the transfer from print to paper prepares them for later activities which involve copying from textbooks.

### Beginning Cursive Writing

By the end of seven months, the average first grader is ready to join letters by cursive writing. And we use the terms "manuscript" and "cursive" to distinguish the two forms. By this time pupils show an eagerness to write the way the older members of their families write. Desire for any activity shows evidence of readiness for the activity.

Cursive writing is introduced simply as a way of joining letters, and the idea is presented with words in which this can easily be seen, as "me" and "run." Then the writing is actually taught by saying *what* we do as we do it, for ex-

ample, when writing *me*, we say "over, over, over, up around up," and so on for other words.

All writing should be taught at the blackboard before there is any practice on paper. This gives children large muscular experiences, and the teacher can easily detect problems which need extra attention.

A section of the blackboard is set aside for individual pupils to use for writing practice throughout the day when they have time. Again this has the advantage of supervision by the teacher at all times, even while she is conducting other classes.

This method of teaching writing to first graders has been found to be very satisfactory. It has proved to be an easier task to teach first graders to do cursive writing than to make the change from manuscript to cursive in the second or third grade. There is no limit, certainly, to the number of skills children can learn and yet there is no doubt that

their attention span is very, very short. Striving to master two skills simultaneously in practice exercises at different periods of each day, therefore, provides constant, worthwhile learning activity. In this way, first graders are utilizing many valuable hours profitably before their school days become crowded with the added subjects of future grades. Having been introduced to cursive writing toward the end of the first grade, the children seem naturally to mature in writing abilities during the long summer vacation. They *do* use pencils occasionally during these months, and, consequently, they keep in practice to some extent. Writing in the second grade ceases to be a problem for the teacher. It is merely teaching and practicing, with constant attention to letter forms, uniformity of size, and spacing — aspects of writing which must be given attention by teachers of all the other grades, and by any adult, as well, who wishes to be an *excellent penman*.



Physics class at St. Mary's High School, New England, North Dakota, examines radioactive dust with Geiger counters. The teacher is Sister M. Eileen, S.S.N.D.



# Mrs. Langan Speaks Her Mind

By Sister Catharine Virginia, S.N.D., M.S.

Academy of Notre Dame, Philadelphia 3, Pa.

CHARACTERS: Mrs. Langan, a young married woman; Mrs. Jennie Stolz, about 40, mother of two children; Mrs. Deliah Quill, the same age, also with a family.

SCENE: *The living room of the home of the Langan family, a young couple who have just moved the day before into their new home in Dry Mountain, Tex. Cartons, some open and some still tied up, are strewn around the room. Books are piled on chairs, waiting to be put away. As the curtains open, Mrs. Langan is unpacking a trunk placed on one side of the room. She is talking to herself.*

MRS. L: I hope we don't have to move again for at least fifteen years. I've never seen so much disorder in all my life. *[Bell rings]* Who in the world can that be? I don't know a soul in in this place. I don't even know if that bell is for the front or back door. I'll peek out of this window and see if there is anyone on the front porch. Hm-m, a woman, she's talking to the baby. I must see what she wants. *[Goes over and opens the door]* Good afternoon. Won't you come in? *[Enters Mrs. Stolz.]*

MRS. S: How do you do? I am Mrs. Stolz, your nearest neighbor on the north. I want to bid you welcome to our town of Dry Mountain. It's a friendly place, so I hope you will like it here. We have some mighty fine people in our town. I think you will be glad that you decided to settle in Dry Mountain.

MRS. L: You are very kind to come over. Do pardon the disorder. As you can no doubt see, I am in the process of trying to get things straightened out, but it seems an endless task.

MRS. S: I knew that you would have a lot to do today, so I brought over a casserole dish that I thought might do for your supper. It is really just a good rich meat stew, with plenty of vegetables and a little crust on top. My husband and two children claim they

like it and find it enough for a whole meal.

MRS. L: How can I ever thank you? I was getting worried about supper but I hated to stop clearing up these things while there is still so much mess. Jack, that's my husband, likes to have his supper ready when he comes home, but he likes an orderly place too. *[Takes the dish from Mrs. Stolz]* You are really too good.

MRS. S: Glad to do it. Texas people are always neighborly. Now, look here dear, that dish has a little electric plate attached right to it. All you have to do is take it out into the kitchen and plug it in. It will stay hot until your husband comes home. While you are doing that, couldn't I be putting those books on the shelves? I won't get them in the order that you will want them, but at least they will be out of the way and you can rearrange them at your leisure.

MRS. L: If you are a fair sample of the kind of people who live in Dry Mountain, I am sure I am going to like it here. I would be really grateful to have you put the books any way on the shelves now, if you can spare the time.



Mrs. Langan tells her visitors about the sore on her baby's mouth.

I will be back in a jiffy. *[Goes out, carrying the casserole. Mrs. Stolz begins to arrange the books.]*

MRS. S *[Mrs. Langan has re-entered almost at once]*: How old is your little —

MRS. L *[laughs]*: He's a boy, Jackie, and he is not quite six months old. Like all mothers I think he is smart, handsome, and just generally satisfactory. I might say his daddy seems to agree with me. Did you notice if he were awake as you came in?

MRS. S: Yes, he is. And I would say from the beautiful smile with which he greeted me that he must have a nice disposition.

MRS. L: He hasn't cried since he was born, practically. He just smiles to himself all the time, and occasionally he chuckles out loud. If you will excuse me for a moment, I think I shall bring him in and give him his orange juice. We are using that laundry basket for a crib until his arrives.

MRS. S: What a good idea. I'll get it straightened out while you get him. *[As Mrs. Langan goes off stage, Mrs. Stolz goes over to basket, plumps up its pillows, etc. Mrs. Langan re-enters carrying a large doll. It is not necessary to show the baby's face, but if that is done, there should be a large purplish red mark on the chin and lower lip.]*

MRS. L *[talking to the baby]*: Did Mother's Baby have a nice nap in this lovely Texas sunshine? And wouldn't he like to have a nice drink of orange juice, packed full of vitamins so he can grow up to become a six footer like all Texans? *[Looks at Mrs. Stolz, smiles]* I was saying to myself just before you came in that it was so much trouble to move, I hope I won't have to do it again for at least fifteen years. If we stay here that long the baby will be a Texan as the result of environmental influences, even if he is not one by birth. *[As she talks she puts the baby in the basket and gives him a bottle that had been standing on a table already filled. Mrs.*



Sister Catharine Virginia and her players do a preliminary reading of the script.

*Stolz is still standing near the basket that she has arranged.]*

MRS. S: That's quite an ugly sore Jackie has on his mouth. Did he fall and hurt it?

MRS. L: It does look bad, doesn't it? No, he didn't fall, at least not so far as I know. He's had it for about three weeks now. My first thought was that he might have struck his face against the side of his crib and that, as a result his little teeth, he has two there in his lower jaw as you can see, might have driven through his lip by the impact. Now, however, I do not think that that is what happened. In fact, I—*[Doorbell rings]*. Oh, there is the bell. I know now that that is the front door. Pardon me just a moment while I see who it is. *[Crosses room, opens door.]* Good afternoon, won't you come in? *[A woman enters. She is carrying a large plate on which there is a cake. She greets Mrs. Stolz whom she evidently knows well.]*

MRS. Q: Well, Jenny Stolz, I might have known that you would be in to welcome our new neighbors before I would make it.

MRS. S: Mrs. Langan, this is your nearest neighbor on the other side of your house, Mrs. Deliah Quill, and Deliah, this is Mrs. Langan. I am glad to see that you have brought Mrs. Langan a cake, and I hope it is one of your delicious spice ones. If so, she will have another reason for being glad that she moved to Dry Mountain.

MRS. Q *[handing plate to Mrs. Langan]*: Here it is dear. Yes, Jenny, it is a spice cake. By the aroma floating in from the kitchen it would seem as if Jenny might have brought you a Shep-

herd's Pie. She makes a great big one each year for the supper the ladies run for the benefit of the church and I am telling you that the men indulge so heartily they have no appetite left for the cakes the rest of us have brought.

MRS. S: Deliah, if any man passed up one of your spice cakes, it would be an historical event and would be recorded as such in the annals of Dry Mountain. I've never seen that happen, and what is more, I never expect to.

MRS. L: It smells delicious. *[Lifts cover]* And it looks lovely. I can't wait to sample it.

MRS. Q: It really did turn out nicely. I was pleased with how light it felt when I was icing it. Now, you put it away until supper time and give that good looking husband of yours a big slice. While I was making my beds early this morning I saw him drive off. If he is not home yet he will be good and hungry when he gets here. There is nothing like Texas air to make a man hungry.

MRS. L: In view of the fine appetite he had back East in Pennsylvania, I hope it won't increase too much or we will go broke trying to feed him. The baby is a chip off his daddy too, in that respect. Do sit down for a few minutes, won't you, Mrs. Quill. If you have trouble finding an unoccupied chair I will be right back to help you move a few things as soon as I put this in the kitchen. *[Goes out.]*

MRS. Q *[speaks as she goes over to the basket]*: How old is the baby, do you know Jennie? Is it a boy or a girl? Isn't he a handsome child. I'm sure it's a boy.

MRS. S: Yes, it's a boy. He is not

quite six months old, and his name is Jackie. His father is Jack. *[Re-enter Mrs. Langan.]*

MRS. Q: Poor baby. What a dreadful fever blister you have. *[Turns toward Mrs. L]* I always use sweet spirits of niter to dry those things up. If you haven't any or haven't it unpacked, I would be glad to send some over by one of the children as soon as I go home.

MRS. L: That is very thoughtful of you, but I am pretty sure the baby doesn't have a fever blister. When it first appeared about three weeks ago, and I had finally decided that it was not the result of hitting his face against the side of his crib, that was the next thing I thought. I tried a few home remedies myself. Fortunately they don't seem to have done any harm, though they have not healed it up either.

MRS. S: Is it any bigger since you first noticed it?

MRS. L: Yes, it is noticeably larger. When I feel it gently, it seems to have a hard core in the center, sort of like a bit of callous in there. A rather strange thing about it is that it troubles Baby so little. It is such a purplish, ugly looking thing you would think it would be very painful to touch. But this does not seem to bother him, even if I accidentally press on it with a spoon when I am feeding him.

MRS. Q: Have you any idea what it is?

MRS. L *[smiles]*: Before marrying Jack I was a trained nurse. One of the axioms that was instilled into us early in our training and that is repeated very frequently during it is, "A good nurse lets a doctor do the diagnosing." I still try to be true to that principle.

MRS. S: But don't you really have any idea on the subject yourself?

MRS. L: If I were to go by what I learned in my studies and by what I observed in some of the patients who came to the clinic for treatment, I would be inclined to think that it might be a skin cancer.

MRS. S and MRS. Q *[together horrified]*: Oh! No!

MRS. S: That's not possible. Cancer is a disease of old people. Children never get it.

MRS. Q: Of course not. You put that thought right out of your head.

MRS. L: I used to think that too, before I went in training in the hospital. Now I know better. I have even seen a few newborn infants that had it. As for older children, cancer causes more deaths between the ages of three and

fifteen than any other disease, or in fact than any other factor, than accidents. Despite all the attention that is paid to polio, cancer does more harm than it does.

MRS. Q: You don't say! I never knew that. Well, I can tell you of a remedy I heard for it. They say Benjamin Franklin used it or at least recommended it for one of his sisters when he heard that she had cancer. You get a wooden receptacle of a certain kind of wood, I will try to find out just what kind, and you hollow it out in the shape of the growth and wear it over it for a month. The sap in the wood dries the cancer right up.

MRS. L: I remember reading of that in our course in the history of medicine. But don't you think in the 250 years that have passed since Franklin recommended that as a cure more successful treatments have been developed as a result of more knowledge? We don't still draw our water from wells nor do we ride behind horses. Sometimes people try to use cures from the horse and buggy era, even though they would not think of using other methods that would be so far behind the times.

MRS. S: I wouldn't be too hasty in condemning old fashioned remedies. In our family whenever we were coming down with anything or there was any kind of contagious disease going around in school, like measles or mumps, my mother always made us wear something bright red in color. The brighter the red the better. You would be amazed at the things we did not get that the others all had. Just today I finished knitting a pair of red socks for a baby of one of my cousins. I would be glad to let you have them for Jackie if you would like to put them on him.

MRS. L: I would be glad to have the socks, if you will let me give you a pair of his in return, for your cousin. He has many new pairs that he has never worn. I think red is a nice cheerful color, though I have never attributed any health giving properties to it. So far as I know, none of the known causes of disease have any powers of reasoning, so it would be hard for me to believe that there is any way in which color would affect their habits. I wear a lot of red myself, and I think it would be becoming to Jackie with his dark hair and eyes. I won't depend on them to cure that sore on his mouth though.

MRS. S: I hope you won't mind if I say something that may seem a bit outspoken. You nearly took my breath

## Old Year - New Year

Full knee deep lies the winter snow,

And the winter winds are wearily sighing:

Toll ye the church bells sad and slow,

And tread softly and speak low,

For the old year lies a-dying . . .

There's a new foot on the floor, my friend,

And a new face at the door, my friend,

A new face at the door.

— TENNYSON

away when you said right out loud, "The baby may have cancer." Most folks around here think that is something kind of disgraceful to have, you might almost say that they regard it as a punishment from God. I know people aren't so reserved today as they used to be in talking about a lot of things, but I still thought they weren't too quick to admit there was any of that in their families. You almost didn't seem to mind whether Jackie had it or not.

MRS. Q: When I was young, that was one word that no one ever mentioned. In fact most people thought it was bad luck to say it, sort of inviting an attack if that is the right term to use. If we knew someone who was dying of it, and it was taken for granted that anyone who had it would die, word always passed around that Mrs. So and So was dying of the "Monster Of Destruction." And that title was always said in a very low whisper.

MRS. L: I don't want either of you to think that I am calloused or unconcerned. I certainly am neither. In fact I would not have postponed a visit to the doctor nearly so long if we had not been involved in the process of moving. Today one of the things my husband was to do in Dallas was to go to the office of the American Medical Association to learn the name of a recommended general practitioner in this area. He was then to find out either by phone or a personal call on his way home when I could have an appointment at the earliest opportunity to bring the baby in. I earnestly hope it will be tomorrow. But as for any hush, hush attitude or feeling of disgrace, if the baby should have cancer, no, I have neither. My attitude may be due to my

medical training; it may be due to the fact that as a school nurse for the past two years I have discussed this subject openly with the boys and girls of my hygiene classes, or again, it may arise from the reason that my mother, surely one of the grandest women God ever made, died of it last year. Nothing associated with her could ever be disgraceful in the way in which you mean it. She was always doing something for someone, and I am quite sure God loved her a lot.

If I am not careful you will be offering me a soapbox, but I would like to say one more thing before I stop. One of the tragic things about refusing to bring cancer discussions out into the open is that fact that it is one of the most curable of all diseases if it is recognized early. So many who die from it do so needlessly, simply because they failed to have a symptom checked at a time when it was early enough to do something to remedy it.

MRS. S: You say your mother died of cancer. Do you think the baby might have inherited it from her in case it turns out that he has it?

MRS. L: No, I do not. For one thing, practically all authorities agree it is not contagious. By that I mean it cannot be passed by contact, as can tuberculosis, from mother to child. Many people with no medical training think that disease, too, is hereditary, but it can never be contracted unless one comes directly into contact with the germ that must be present if one is to have it. There may be in its case some structural weaknesses that would incline one person to get it more readily than another, such weaknesses may be inherited. Whether this is also true in the case of cancer has been denied for a long time. Of late, there seems to be a willingness on the part of some to admit it as a possibility. Since, however, the experts have made no pronouncement in the case, I am certainly not going to.

MRS. Q: I was surprised to hear you say that you taught high school students about cancer. Don't you think that that might tend to make them morbid? And besides, isn't cancer a disease of old age, say of those beyond fifty?

MRS. S: While you are answering that question I would like to know the answer to this one too. What exactly do you teach them? How much definite information can you give them that they can understand, and yet not cause them to start worrying about themselves?



Mrs. L: I will try to satisfy you both. Each year, as the result of new medical findings, life expectancy is lengthened. Most of the fatal diseases of centuries prior to this one, things such as typhoid fever, scarlet fever, and others, have been practically wiped out. As a result people live to be older. The longer one lives, the greater possibility there is that he may contract cancer. It is the leading cause of death for women in the age bracket from 39 to 50. Among men it is second only to heart trouble for those between 45 and 74.

Mrs. S: I had no idea it was so frequent. Still your figures seem to bear out what I say. Why teach high school pupils about something they are not likely to need to know for 20 or 25 years at the earliest?

Mrs. L: There are a number of reasons. If a teacher has instilled into her students an attitude of confidence in her and reliance on her judgment they will listen to her and believe what they are told. The real hope for a cure in the case of cancer lies in early detection. The boy and girl in high school today is the parent of tomorrow. He or she will set the health habits of the family. One of the most important steps toward cancer control is a yearly physical check-up. That was one fact I stressed over and over again with the hygiene classes that I taught.

Mrs. S: You mean go to a doctor even when you don't know if there is anything wrong with you! That seems an awful waste of good money to me.

Mrs. Q: I used to think that too until one day Jed said to me after he had read an article in a magazine suggesting just that, "You know, Deliah, we take the car in every six months and have it gone over just to make sure it is safe to go on using it. It might seem sensible to do the same thing with the children and ourselves."

Mrs. S: Have you been doing it?

Mrs. Q: Yes, I have, for more than two years. And the doctor has found a few minor things that might have become serious if they had not been stopped before they had a chance to spread. I must say too that we haven't had nearly so many colds at home since the children have been checked yearly.

Mrs. L: That is the kind of attitude I was teaching among my students. And it does produce results. In addition, if those young people will carry over into their adult life the determination to have an annual physical examination, any cancerous condition that might develop will be detected at a time when

it will be possible to eradicate it completely.

Mrs. S: My husband is not stingy, but I would never get him to let me spend money on a possibility. Are there any signs or symptoms of cancer that I could detect so that if they developed, I could persuade him of the need of an examination?

Mrs. L: Yes, there are. And those are the second thing I tried to impress on my former students, so that if they were situated as you are, they would have something definite with which to work. They are known as the seven danger signs and include: (1) any sore that does not heal, (2) a lump or thickening, (3) any unusual bleeding or discharge, (4) a change in a wart or a mole, (5) persistent indigestion or difficulty in swallowing, (6) persistent hoarseness or cough, (7) any change in the normal habits of elimination. The presence of any of these factors does not necessarily mean that a cancerous condition has developed. But they do mean that there should be an immediate and thorough testing by a doctor.

Mrs. S: Those seem pretty clear and definite things for which to watch. Sometime after you get settled down would you mind jotting them down for me on a piece of paper? I would like to read them until I am sure of them.

Mrs. L: I would be glad to. If in addition, you would care to, you can get a lot of valuable information free by writing to the nearest office of the American Society for the Prevention of Cancer. It has a headquarters in every state. I was looking up the one for Texas on my way out in view of my concern for Jackie. It is located in Austin. They publish very helpful material.

Mrs. S: I think I will write to them. It might be useful to have a few facts to give out to the next person who starts whispering behind her hand about the dreadful thing that Mrs. Brown has, you know that thing we never mention.

Mrs. L: This has really been a profitable discussion if I have helped to make you want to do that. Cancer is a sickness to be met and treated just like any other. It has three proved methods of successful treatment—surgery, X-ray, and radium. Not very many diseases have three methods to cure them. At the present moment any other methods of treatment can only be called quackery; but these have been proved of value in hundreds of cases where people have used them and after their treatments they have gone on lead-

ing happy, successful lives.

Mrs. Q: I have learned a lot, too. I must run along now. Jed will be wanting his supper as soon as he gets home. I was wondering as I listened to you if you would be willing to say some of these things to the "Women's Club" at one of their meetings. Some of them would be surprised at first to have you get right up in public and talk about cancer, but you seem to have a way of making it seem a natural and sensible thing to do.

Mrs. L: It is natural and sensible and desirable. If you think the ladies would want to listen, then in about two weeks, when I am at least halfway settled, I would be glad to talk to them. Former teachers miss their audiences when they must retire from the classroom and like an occasional chance to get on a platform.

Mrs. S: I must go, too. And as for Deliah's suggestion, I'll not only second it, but in my capacity as president of the Club, I'll make it official. Do you think you could be our guest speaker for two weeks from Thursday night?

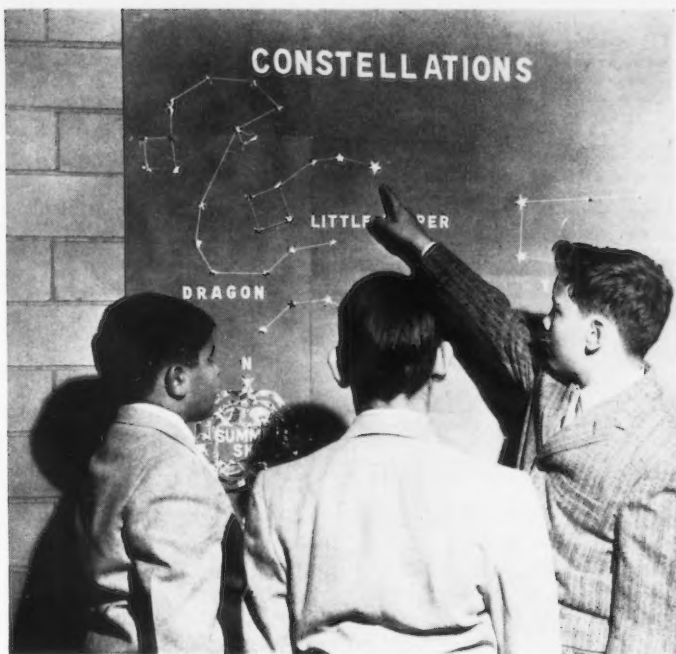
Mrs. L: Thank you for the invitation. I shall certainly be there. I only hope they will be as responsive to my message as you two have been.

[*Ladies have risen during the speech of Mrs. Stolz. They are escorted to the door by Mrs. Langan. The curtain closes during her last speech.*]

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Young astronomers at Holy Innocents School, in St. Louis.

Sister M. Dolores, C.P.P.S.

Holy Innocents School, St. Louis 9, Mo.

## Beyond the Earth:

### A SIXTH GRADE STUDIES THE STARS

■ The pupils of the sixth-grade science class set their sights on the stars. Except for a very few, the children approached the subject with little scientific knowledge. The children were both curious and enthusiastic after their first discussion of the universe outside the earth. Before the unit was completed they had gained an insight into and an appreciation of the universe that proved to be a new experience for them.

The stars, arranged in groups called constellations, opened new vistas. The names of the constellations raised some misgivings among those pupils who were making their first acquaintance with them. But as the stories of these strange sounding names were told, the children readily accepted the pictures in the sky. The fascinating stories that the ancients had woven around the star pictures helped to concretize these rather difficult terms. Soon the children took pride in naming constellations, and terms such as Cassiopeia, Taurus, and Polaris slipped naturally into their scientific vocabulary. Almost daily someone came to class proud that he could report some find in the winter skies.

By this time the activity program was

well under way. Library books, classic comics, films and filmstrips, and games, some of them Christmas presents, added to the study of the stars. One game included a star finder. This came to be much in demand. Except for lack of a telescope, our activity period left little to be desired.

Most interesting, however, were the projects which the boys and girls volunteered to undertake to aid their classmates in recognizing the constellations. Besides posters, groups of children made individual slides of the more important constellations on dark cardboard the size of postcards. They painstakingly punched openings for the stars, careful to arrange the constellations in correct groupings, and drew the figure of the constellation with a white pencil. A shoe box with an electric bulb inside served as a slide machine. As the slide was shown, the pupil assigned gave a brief explanation of the constellation.

A committee of boys volunteered to make a large shadow box of the constellations of the winter sky. The bottom of a corrugated box was covered with black construction paper and the boys punched small openings for the

stars, again keeping the constellation patterns as accurately as they could. Again they traced the pictures with white pencil. The finished product was kept out of sight until class period. After the boys had darkened the room and lighted the box showing the winter skies of the northern hemisphere, there was an exclamation of delightful surprise from the class. Having traced so carefully the patterns of the constellations, the boys were well prepared to show and explain their project.

Finally, that other children in the school might share in their newly found appreciation of the stars, the children traced the constellations of the summer skies on the library bulletin board. The study of this unit in science had added many new concepts to the children's knowledge of the heavens. It encouraged constructive use of many hours of leisure time. Practically all the project work was done outside of class periods. No one had looked upon his assignment as a task. Rather it became a fascination, a discovery, that revealed new surprises from class to class. The unit on the stars was completed with much satisfaction.

**Edward A. Fitzpatrick, Ph.D., LL.D.**  
**Editor**

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## Editorials

### THE COMMUNIST YOUTH FESTIVAL

The Communist-sponsored World Youth Festival held this year outside the Iron Curtain in Vienna, Austria, is over! What of it? The World Youth Festival is a clear revelation of one aspect of Communist international propaganda. In order to control the future, it aims to capture and control the youth of today. This is a very intelligent analysis of the situation in any generation, and the Russians devote great energy, large sums of money, detailed planning to it. They offer many strong inducements to youth no matter how irrelevant—inexpensive trips to foreign countries, conducted tours, wonderful vacations, etc. This is just bait for the unsuspecting.

The next problem is one of language. It was never before brought home to me so forcibly as when, walking down a main street of Berlin toward the Soviet zone, I was met by an immense sign across the dividing line: Anfang der demokratischen Sektor (Beginning of the democratic Section). This is an illustration of the chameleon use of words which the young people at the festival continually met. Democracy was whatever the Russians wanted. The festival was for "Peace and Friendship," but as it got out of hand, the Soviet representatives were revealed in their true colors. "Peace" is a favorite term in this game of deception. Its

meaning depends upon to whom it is directed. For us they would have it mean disarmament, neutralism, coexistence, free trade, with the real intention of making us weak, or unprepared as a prelude to destruction. However, to nations who are regarded as victims of colonialism or with new national aspirations, "Peace" means what they want: freedom from Western nations, independence and, in the back of the Communist head, absorption in the Russian orbit.

One of the striking methods used in these Festivals is the continuous monotonous chant of the Russian catch phrases: "Peace and Freedom," "Peace and Friendship." In this Festival these were effective in creating emotional moods, along with the banners and bands and the mob contagion.

An instrument of camouflage of the real purposes is the presentation of the dance and music and drama of the Soviet nations. These folk and more sophisticated presentations are often of high artistic value and illustrative of the popular culture of the countries. They tend to give it a sense of the announced purpose of these festivals while every other aspect of the meeting is dedicated to the propaganda and subversive purposes of the Soviet sponsors.

The main instruments of the prop-

aganda are the meetings called by a much abused word, seminars. Here the mechanisms of control become very evident to the alert and prepared. The papers presented are practically exclusively expressive of the Communist line. There is little time for discussion, and this period is largely reinforcement of the main paper. The Soviet chairman recognized usually only those whom they selected in advance. Happily, if only occasionally, vigorous protest from the floor resulted in recognitions of non-Communists, who did some fine work at the Festival within its limitations. Even here non-Communist objections would be shouted down. There was no freedom of expression.

These students found themselves in a poisoned atmosphere, an intellectual fall-out. The atmosphere of international relations is poisoned, too, if more subtly. The poisoning of the intellectual atmosphere is deliberate, organized, continuous, and in charge of specifically trained and disciplined people. We assume a freedom of intellectual communication that does not exist and hence we do not get far. The Communist propaganda is in our free atmosphere using symbols and language which mean one thing to them and another to us, and we become victims of the shibboleths, catch phrases, clichés of Soviet propaganda. — E. A. F.

### SMALL CLASSES AND CATHOLIC SCHOOLS

#### NO. 6: RESEARCH OR PROPAGANDA

The controversy on the small class problem has certain large implications. One of these is that what is called educational research is only

thinly disguised propaganda. The researcher finds what he wishes to find—that small classes are better than large classes—or not finding it he shifts his base from the scholastic function of the school to the social function—citizenship and social competence, for example. Bacon long ago, in the *Novum Organum*, noticed this tendency when he pointed out that, when a conclusion was reached which was not wanted, a new distinction was made. How extensive is the propaganda by the N.E.A., for example, may be seen in the list of N.E.A. research bulletins listed in Father Deneen's bibliography. The situation in another active group in research in this field, the Metropolitan School Study Council at Teachers College, Columbia, is revealed by the rather honest, if naïve, statement by Ross and Polley in one of their studies of "class size in MSSC school systems:

"There are few decisions in school

administration where faith has been so strong and evidence so contradictory as in the matter of class size. We, professional educators, parents, and other citizens believe small classes desirable. It just doesn't make sense that anything else could be the case. We have wagered heavily in our school budgets that small classes get better results. We are probably right, *but a definitive series of studies to remove this matter from further speculative decision-making is long overdue.*" (Emphasis supplied) — E. A. F.

## SCIENCE, TECHNOLOGY, AND EDUCATION

### NO. 2: PROJECTITIS

The preoccupation of higher institutions of learning with projects, for which they have to organize entirely separate groups of scientists, few or none of whom may be from their

faculties, or to divert faculty members from basic research to projects with only a remote relation to it, or to utilize facilities utilized in previous projects now abandoned, are creating conditions detrimental to the "idea of a university." It's a disease which a president of Princeton, Harold W. Dodds, named as "Projectitis" and thus describes:

"With an abundance of project research money currently available, we are in danger of succumbing to a new disease for which no antibiotic drug has been discovered; namely 'Projectitis.' Projectitis is an unhappy addiction to limited objectives, perhaps at the very moment at which the individual should be broadening his own comprehension and deepening his knowledge of his discipline, with freedom for roving speculation in an atmosphere unencumbered by the pressure of problem-solving commitments to external agencies." — E. A. F.

## COLLEGES MUST ENCOURAGE SCHOLARSHIP

■ In an address delivered at a convocation at State Teachers College, Salem, Mass., Very Rev. Michael P. Walsh, S.J., president of Boston College, declared that the great challenge to colleges now is that of providing quality education. Here are some extracts from Father Walsh's address:

"The most important problem that the colleges have to solve, not in the next decade, but now is that of providing a quality education for our most talented students. In the *Congressional Record* of September 7, Senator Proxmire of Wisconsin called the Senate to note that the 'most vital power resource in the world is trained and organized human intelligence. The United States is the leading power in the world today because we excel in it.' If continued superiority were only a question of quantity, we could rest easy for we have solved the problem of quantity. Indeed the Russians have modeled their educational program, insofar as it is a mass program, on ours. But, in the race to stay abreast of what has been called 'the logarithmic expansion of knowledge' what we need is not a lot of well-trained minds; what we need is as many as we can develop of the superlatively trained, the thoroughly disciplined, and the brilliantly creative minds.

"No one has felt that our schools of engineering were particularly backward. Yet within a month the Ford Foundation awarded more than \$19,000,000 to ten institutions in the country to develop quality programs in schools of

engineering. In making the announcement, Henry T. Heald, president of the Foundation, said that "most engineering students in their late teens and early twenties are being equipped for the engineering of the last half of the twentieth century by being indoctrinated with the art and practice of the 1950's. Providing space and teachers to train more and more competent students will bury us not save us. Our task is twofold: to continue to provide for the average but also to develop programs for the above average—the potential leader and creator.

"Ten years ago, no five years ago, any proposals in favor of special programs for the gifted or talented student had to be argued in theoretical terms. Events of the past few years have made what then seemed only theoretically desirable practically unavoidable. If we are to survive as a nation, we must compete with Soviet Russia on the highest level of intellectual and scientific achievement. If we are to avoid using our natural resources in a nuclear war, we must so develop our greatest natural resources, the minds of our talented students, that they will be able to win that war of scientific competition. It has now become not a question of whether it is theoretically better to group students according to their ability but a question of whether we can afford not to. Recent reassessments of Russian science tend to be less excited than those of a year ago but all still point to two significant factors: concentration by the Russians on the theoretical

phases of the most demanding of the sciences—physics and mathematics—and the tremendous momentum they have developed in these areas. The student capable of doing creative work in these areas must be identified early, developed, and encouraged by special programs, not forced to march in lock step with others who can make contributions in other areas where the required training is not so demanding or so prolonged.

\* \* \* \*

"If we want a college to graduate students accustomed to studying on their own instead of relying upon lectures or discussions, we must begin by training the freshman in small classes. These classes must be limited to students of similar ability and taught by teachers who are not so overloaded with students that they cannot devote a lot of the required time to answering the questions of the bright students and stimulating their interests.

\* \* \* \*

"Colleges which fail to provide challenging opportunities and superior teaching will not be fulfilling their obligations to provide educational opportunities for each according to his abilities. In the years ahead the colleges will be asked, as the Carnegie Report on the Advancement of Teaching states it, 'with increasing vigor,' the question—'What specific steps have you taken to insure an adequate education for the academically talented student?' Their answer will not only determine the kind of student they will be attracting; it will also determine the extent of their contribution to the solution of the problem of quality education which is the key to our national survival."



# RELIGION in the Kindergarten

## Part V: For January — Christmas Joy in Retrospect, Winter Fun, the Eskimo

By Sister M. Agnes Therese, I.H.M.

President, National Catholic Kindergarten Association,  
Gesu Convent, Detroit 21, Mich.

■ After our children return from their Christmas vacation, they are overflowing with the joys that have come to them as a result of their thoughtfulness of others, their kindnesses to others, and the gifts they have received. It is well to give them the opportunity to share these joys with the members of their class, through oral composition, dramatization, stories, and poems. The teacher may stimulate joy, also. She may read the "thank you" notes that have come in from those who have benefitted from their generosity. She may relate the gladness she has seen radiated from the faces of the poor children who received their gifts. She may tell of the self-sacrifice of those who gave time and transportation for the delivery of their boxes.

Children should be given such information. It will help toward furthering their interest in the poor. Did not the shepherds experience the reward of Christ's graces in return for their simple gifts? Did they not in turn go about spreading the good news of His birth? Did not the Wise Men know the joy of faith in return for their weary days of travel? Did they not as a result return to their own country, walking in the Light of the Lord, Christ's first messengers to the Gentile world? If we can allow our children to participate in a similar joy, let us do so in that same spirit of the Christ Child's giving!

Discussion periods will undoubtedly bring out incidents relative to their own families or others that will arouse the emulation of members of the group to imitation. Gifts, too, will be discussed—gifts of all kinds and sizes and shapes: surprise gifts, longed-for gifts, gifts given, gifts received, material gifts, spiritual gifts—all can be looked upon as special presents bestowed by the Christ Child upon others, as presents bestowed by others upon the Christ Child.

The religion stories of the Presentation of the Christ Child in the Temple, the Wise Men, the Holy Innocents are also stories of gifts—great gifts—of Christ to the Father, of faith to the Wise Men, of martyrdom to the babes, in all of which can be stressed the wonder of our having the power to choose, of our having the freedom of giving. How simple and beautiful a background for stressing the importance of giving to God the thoughts of our mind, the love of our souls, the movements of our bodies.

January's religion stories will also cover the Finding of the Christ Child in the Temple, in which is brought out, as in no previous story, the obedience of Christ to Mary and Joseph. This story should impress upon the children the importance of loving, childlike obedience in imitation of Christ. It furthers also the idea of growth—growth in living like Christ. There will come a time when we shall no longer grow in bodily size, when we shall no longer grow in age. But we can always grow in grace by doing each day what God wants us to do. And this desire of God, right now, is made known to us through our parents, and teachers.

### Scientific Toys

With the discussion of the many mechanical toys our children will bring to school, we have a veritable doorway into the information bureau of "what makes it work." Capitalizing on our children's interests in these toys, we may be able to spot those children who are scientifically inclined, and begin guiding their interests, or having their parents guide them, along that direction.

### Fun in the Snow

Since the greater number of children of our United States are blessed with the experiential knowledge of what snow is, what beautiful landscape pictures it paints, and what delightful fun it provides for both young and old

alike, class discussions on "Fun in the Snow" should lead to vicarious enjoyment and dramatization of stories, poems, and songs. Snow itself provides the basis for a number of simple scientific projects, and in its whiteness lends a beautiful analogy for the soul in the state of grace.

The study of Eskimos is appropriate for this season of the year. In this unit the children become aware of a kind of existence previously unknown to them. Through it they can be taught to have consideration for a culture very different from their own. Their appreciation of the all-inclusiveness of the Mystical Body will know broadening and strengthening in this as in all future units on peoples of different lands. Their prayers will go out to new friends and acquaintances discovered through books.

Since the two units suggested for this month are so different from each other, we shall list the points for discussion and teaching separately for each unit. Source materials can so easily be placed according to unit, that we shall supply only one list.

### I. Points for Teaching (Winter Unit)

- A. What causes snow; from where does it come?
- B. What shape are snowflakes; are they all different?
- C. Why does snow melt; why does water freeze?
- D. How are snowmen made; how are snow houses packed?
- E. What winter animals leave tracks in the snow? which ones hibernate?

### Points for Teaching (Eskimo Unit)

- A. What differences exist between Americans and Eskimos?
  1. Culture
  2. Dress
  3. Manner of obtaining food
  4. Homes.
- B. What differences exist in regard to the length of days and nights?

### II. Points for Discussion (Winter Unit)

Family fun in the snow, skating, winter sports, courtesy to others—good sportsmanship, tobogganing, skiing.

### Points for Discussion (Eskimo Unit)

The dog sled—means of transportation, kinds of Eskimo food—preparation, the play of Eskimo children, animals of the far north—seals, walrus, bear, reindeer, dangers from icebergs, freezing, getting lost, etc.



### III. Source Materials

#### A. Stories

1. Adelson, Leone: *All Ready for Winter*, McKay
2. Bedford, Annie North: *Frosty the Snowman*, Simon
3. Brewster, Benjamin: *First Book of Eskimos*, Grosset
4. Copeland, Donald: *The True Book of Little Eskimos*, Children's
5. Derman, Sarah: *The Snowman Who Wanted to Stay*, Whitman
6. Flack, Marjorie: *Willy Nilly*, Doubleday
7. Hader, Berta and Elmer: *The Big Snow*, Macmillan
8. Hogan, Inez: *Twin Seals*, Hutton
9. Hogan, Inez: *Bear Twins*, Hutton
10. Jackson, Kathryn & Bryon: *Little Galoshes*, Simon
11. Jones, Jessie Orton: *Secrets*, Viking
12. Lenski, Lois: *I Like Winter*, Oxford
13. Lindman, Maj: *Ricka, Flicka, Dicka and Their New Skates*, Whitman
14. Lindman, Maj: *Ricka, Flicka, Dicka and Their New Friends*, Whitman
15. Lindman, Maj: *Snipp, Snapp, Snurr and the Yellow Sled*, Whitman
16. Parker, Bertha: *Winter Is Here*, Row, Peterson
17. Van Nelin, W. B.: *Little White Girl in Eskimo Land*, Light & Life
18. True, B. and H.: *Their First Igloo*, Whitman
19. Bryan, Dorothy and M.: *Johnny Penguin*, Doubleday
20. Sister Agnes Therese, I.H.M.: *All For Jesus*, Follett

#### B. Poems for Memorization or Appreciation

1. The Snow Man, *Singing Words*, C. Scribner
2. The Little Red Sled, *Time for Poetry*, Scott Foresman
3. A Story in the Snow, *Time for Poetry*
4. Tiny Little Snowflakes, by Lucy Lorcum
5. Snowflakes, by Mary Mapes Dodge, *Let's-Read-Together Poems*, Row, Peterson
6. Ice, by Dorothy Aldis, *Let's-Read-Together Poems*, Row, Peterson
7. Snow, by Alice Wilkins, *Let's-Read-Together Poems*, Row, Peterson

8. Icy, by Rhoda Bacmeister, *Let's-Read-Together Poems*, Row, Peterson
9. The Mitten Song, by Marie Louise Allen, *Time for Poetry*

#### C. Songs

1. Snowflakes, *Sing a Song*, Ginn & Co.
2. Snowflakes, *Days of Make Believe*
3. Winter, *Sing a Song of Action*, Mills Music Co.
4. It's Snowing, *Songs for Nursery School*, Willis and Co.
5. Coasting, *Songs for Nursery School*, Willis and Co.
6. Fun in Winter, *Listen and Sing*
7. Skating, *The American Singer*, American Book Co.
8. Coasting, *The American Singer*
9. The Eskimo, *Juvenile Music*, American Book
10. The Eskimo, *Rhythm and Rimes*, Ginn and Co.
11. The Eskimo Hunter, *The American Singer*, American Book
12. Funny Baby Eskimo, *Songs of Childhood*, American Book
13. My Boat is Rocking Gently, *Songs for the Nursery School*, Willis and Co.

#### D. Rhythms

1. Be Reindeer or Eskimo Dogs (male-mutes) with record, *Sleigh Ride*, R.C.A. Victor No. 10-1484-A
2. Slide on Icy Walks (long glides) RCA Victor Valse Serenade, No. 450-5001
3. Roll snowmen to record *The Snail*, from RCA Victor Album, *Singing Games*
4. Ice Skate in pairs to record "Narcissus"
5. Paint windows with Jack Frost, RCA Victor *Ballet*
6. Melt like Snowmen with RCA Victor *Adagio*
7. Use RCA Victor *Rhythmic Activities Album* to march around snowmen, throw snowballs at snowmen, ice skate, walk in deep snow, skip around snowmen, tiptoe through snow.
8. Rock in kayaks — Record: *My Little Toy Boat* — Mercury MMS-44m-78
9. Build an Igloo — Record: *Dwarfs* — No. 19882 — A RCA Victor
10. Seal Rhythm — bouncing balls — Record: RCA Victor E-90 — No. 45-5977-B *Pirouette*

11. Ride on Dog Sled Record: *Sous Bois*, RCA Victor — No. 20636-B
12. Sliding on icy sidewalks (any waltz record)
13. Paddling Kayak Record: *Valse Serenade*, RCA Victor No. 45-5001-B

#### E. Rhythm Band

1. Toy Symphony
2. With Castanets, Victor No. 45-5079
3. The Shadows, Victor No. 45-50-79
4. Gavotte, Victor No. 45-50-79-A
5. Le Secret, Victor No. 45-50-77-A

#### F. Games

1. Did You Ever See a Snowman — adapted from familiar games.
  2. Oh, Do You Know the Big Snowman.
  3. There Were Five Great Big Eskimos — adapted from "There Were Five Great Big Indians" from *Sing a Song of Action*, Mills Music.
- Many other games from *Singing Games for Children* may be adapted to these units.

#### G. Directed Activities

1. Cut-outs of sled, snowman, igloo.
2. Drawing of winter scene, including trees, pond, hills, snowman, house, etc.
3. Painting of similar scene, with reindeer, husky dogs, etc.
4. Sewing cards — snowman, igloo, seal, etc.
5. Cylindrical snowmen, Eskimos, penguins.
6. Collages of Eskimo village, ice bergs, etc.
7. Free hand cuttings of snowflakes.
8. Fold and cut a kayak.
9. Clay work with igloo, snowman.
10. Stand-up Eskimos from corners of large envelopes.
11. Eskimos fishing, hunting, etc.

#### H. Outdoor Activities

1. Rolling snow balls.
2. Making snowmen, dressing them in old clothes, putting branch-arms, funny faces, etc., on them.
3. Building snow forts, Eskimo houses, etc., if snow is hard enough.

Wise Men brought gold, frankincense, and myrrh to Jesus.  
We bring Him our minds, our hearts, and our souls.



# *is it 6 o'clock already. Mom?*

When a boy must be reminded that his practice session is over, he's either a budding artist — or he's having so much fun with his trumpet that he just hates to put it down. Amazing the difference the "right" instrument can make in a student's attitude toward Music . . . in his advancement and accomplishments in Music.

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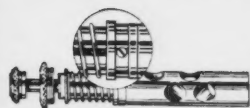
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# Suggestions from a Theologian on Improving High School Religion

By Sister M. Ann Christine, B.V.M.

St. Mary's High School, Clinton, Iowa

■ "The poor of the nation have covered this land with schools—boldly asserting the principle that nothing less than an entire Christian education is necessary to produce Christians." In 1949 as Evelyn Waugh prepared his portrait of the Catholic Church in America for *Life* magazine, he exclaimed in one of his rare moments of praise "This is something entirely unique."

## The Situation

I wonder if many people realize what it means to cover the land? In 1930, Catholic high schools were educating 241,869 students. By 1958, that enrollment had more than tripled with a count of 783,156. While only 300 new school plants can be included in this bold expansion, the number of teachers required to meet not only the curriculum staples, but, more recently, the classroom specialties has jumped from 14,307 to almost 40,000 in 25 years.

All of this so quickly! Why? Fundamentally, we know that Catholics justify the need for an elaborate and costly system of schools because they consider religion a "knowable" deposit of truth extensive enough to require years of study under primary, elementary, secondary, and college instructors who are prepared to impart that knowledge.

The great paradox in all of this imposing theory, liberal financing, mushrooming expansion is quite apparent to most of the high school teachers implementing the theory, spending the money, and overloading their schedules. There has not been enough time. The system had to grow. The problem has been to keep it, at the same time, thoroughly effective. While the teacher-preparedness program has been focused on state and private accrediting requirements, it has sometimes lost sight of or kept in dim view the religious

instruction which was the school's unique purpose.

Forty teachers of high school religion representing 15 communities of teaching Sisters, recently questioned about their theological preparedness, indicated that their course of studies had included an average of 17 college hours in theology. Most of these Sisters would testify, I'm sure, that a good teaching job in a modern high school classroom normally demands 20 or more hours in a given field of study. Pushed a little further, some of these same teachers would admit that from a qualitative standpoint—study demands, research, library facilities, and highly qualified instructors—their 17 hours of theology did not match the secular phases of their study toward a degree.

Matter of factly, there are not many colleges which stock libraries for a major or minor program in theology, and certainly there is no abundance of full time theology instructors outside of the major seminaries. The priest is not *ipso facto* an instructor capable of handling a class in theology by virtue of ordination, nor is the religious by virtue of vows.

## Search for Improvement

While the system continues to mushroom, a few educators are taking time out to expose the worst problems and inadequacies. Tentatively, they hope to implement a number of changes in both the field of teacher preparation and the field of curriculum planning. The teacher problem is the more serious one, for even with the best texts and a choice arrangement of subject matter the plan will fall short without the personnel equipped to communicate the good news. Above all else, the recent inquiries are aimed at the unification and integration of the teaching of religion from first grade through four years of college.

One of the centers so concerned is

Marquette University. Last September, Father Bernard Cooke, S.J., chairman of the department of theology, inaugurated one of the first undergraduate programs offering a major in theology available on an American university campus. In June, Father gathered 60 voluble people—authors, text book publishers, and teachers experienced in every grade level of religious education—to evaluate the existing religion program and to begin the process of recommendations. A copy of the proceedings for this Institute on Religious Education will be available from Fides in 1960.

It is consoling to those of us who are keenly aware that we are not as adequately prepared to teach religion as we are to teach the other five classes of the high school day, to hear faint intimations that our successors will not face the same problems. Still, with three quarters of a million students facing us, it would be foolhardy to stand idly by waiting for reinforcements.

## What We Can Do Now

With the immediate problem in mind I asked Father Cooke to suggest practical measures which could be put into operation right now. Since there is enough variance among the current problems to warrant more than one make-shift solution, Father proposed three. Each religious community, geographic area, joint faculty, or individual religious may cull from these proposals whatever is possible. It may be well to keep in mind as you read them, however, that the impossible is not the same as the improbable—the 25-year growth of our schools bears witness to that fact.

1. Regular workshops or institutes during the school year. Qualified professors of theology would meet at intervals of one or two months with all high school teachers of religion in a



# Colosseum

given area. The one-day sessions held, for example, on Saturday would deal with only one important phase of the religion curriculum at a time. The sessions would follow a predetermined sequence in keeping with the proposed sequence in the curriculum revision.

On this basis the first series probably would consider Scripture, opening with the Old Testament. Because of the enormous implications to be found in Pope Pius XII's encyclical, *Divino Afflante Spiritu* (1943), Scripture scholarship is opening up to what Father Cooke prefers to call "the most important period of theological development in the history of the Church." Which means, in effect, that no teacher of religion today can rest secure with Scripture background gleaned 10 or 20 years ago. This revitalized interest in Scripture scholarship is bringing man's knowledge of God out of the era of the post-Reformation and into the light of the modern world. Four lectures or two lectures and two workshop discussions during one Institute might develop the following topics: (1) Historical Background of the Old Testament, (2) Thought World in Biblical Times, (3) Importance of Literary Form to an Understanding of the Bible, and (4) Advance in Religious Understanding of Scripture.

The Institute proper would be only a starting point. Further reading and practical implementation in the classroom would have to follow in order to bridge the time gap between Institutes and in order to make the experience meaningful and useful to the teacher. For this reason, Father Cooke suggested the distribution of a selected bibliography at the close of each Institute—a list of books which would parallel the subject matter of that particular Institute.

Once the Institute lectures have supplied the foundation, the religious could cover a great portion of the related reading during the daily period of spiritual reading. Other reading might be done in conjunction with lesson plans. In all, the demands of the reading program would not be as taxing as a correspondence course, and the adjunct of monthly or bimonthly Institutes would make the task a good deal more humanizing than the average home study course. Then too, a program of definitely scheduled periods of private study dependent upon the latest Institute for its clarity, and projected to the next for its motivation, is less likely to bog down than a program in-

Still standing thy crumbling walls against a Roman sky.  
Most two thousand years have passed since Vespasian built thy dens;  
Titus and Domitian formed thy archades high,  
And erected tiers of seats within thy circling walls.

Countless slaves overcome by Rome's proud Legions,  
Driven far from friends, home, and loved ones  
Labored under inhuman masters of those regions  
To lay the stones of this colossal amphitheater.

At the emperor's pleasure, gladiators fought in exhibitions  
'Till vanquished man lay at the victor's feet to plead for mercy.  
For a hundred days, two thousand men fought to the death to please  
The Emperor Trajan, and redder still became the red sands of the arena.

Spartacus, the Thrasian slave, defeated many a man  
And looking up at the tiers of faces, saw thumbs downward turned,  
Now he must slay his brother, friend or countryman.  
Oh savage heart! that thirsts for blood of human kind.

Valiant children, men, and women stood on the arena sands,  
Made holy by the martyrs' blood that sank into that sacred floor,  
When leopard, tiger, lion charged forth from open dens  
And martyrs died by thousands for the Son of God.

Now the silver moon shines peacefully through thy ruined windows  
On broken stone and tile of eighty years A.D.  
The cruel hearts of ancient Rome have changed, the Christian knows,  
And now Rome is the proud center of Christendom.

Sister M. Eleanor, C.S.J.  
Wichita, Kans.

dividually planned and operated.

Whenever teachers must meet together periodically, 4, 6, 8 times a year, the diocese is the logical geographic framework. Barring diocesan help, religious communities might establish the Institutes for their own Sisters in areas where their community is populous enough to warrant the necessary planning. It is Father Cooke's belief that teachers of religion would have to attend these Institutes regularly from three to five years before the teachers' instrumentality would be honed so sharp as to realize its actual potential in an age dulled by a host of demoralizing "isms."

**2. A Correlated Spiritual Reading Program.** Wherever planned Institutes are beyond any prospect of realization, Father offers the hope of expertly prepared reading lists divided according to theological subject matter and expressly chosen for those who lack the foundation which the Institutes or formal classwork would provide. St. Theresa's College, Winona, Minn., conducted a Spiritual Reading Institute

last summer with the needs of the Sister Formation Program in mind. Another session will follow during the summer of 1960 after which the proceedings will be available. Some tentative lists are now available from the college.

As Father pointed out, spiritual reading has often been considered by the modern religious as a somewhat more serious devotional approach. Actually, this is not the tradition of the Church. Devotional reading can produce a kind of temporary inspiration which wears off because it is a surface impression. Scripture, and that which followed in the writings of the Fathers and Doctors of the Church, have none of the qualities so typical of the American revivalist pattern, but they have the merit of unity and oneness with God that all other writing lacks. The religious cannot cast out into the deep during half hour periods of spiritual reading, at least not at first. But, she can gradually go beyond the shallows to confront her faith with new and vital areas of revelation.

The following list of books was suggested by Father Cooke as a possible beginning to a correlated program. No one topic heading should be exhausted before the reader moves on to the next. Instead, the reader should make a progressive move, choosing two or three books in each division, eventually returning to the first and beginning the progression again with new selections.

#### **Scripture:**

Beuyer, *The Meaning of Sacred Scripture*  
Danielou, *The Bible and the Liturgy*  
Gelin, *Key Concepts of the Old Testament*  
McKenzie, *The Two-Edged Sword*  
Moriarty, *Foreword to the Old Testament Books*

Sullivan, *God's Word and Work*

Charlier, *Christian Reading of the Bible*

#### **Liturgy:**

Ellard, *Christian Life and Worship*

Howell, *Of Sacraments and Sacrifice*

Jungman, *Public Worship*

Putz, *My Mass*

Roguet, *Christ Acts Through the Sacraments*

Roguet, *Holy Mass, Approaches to the Mystery*

#### **Redemption and Grace:**

Cuttaz, *Our Life of Grace*

Hasseveldt, *The Church a Divine Mystery*

Marmion, *Christ the Life of the Soul*

Mersch, *The Whole Christ*

Mersch, *The Theology of the Mystical Body*

Mersch, *Morality and the Mystical Body*

Mouroux, *The Christian Experience*

Mouroux, *The Meaning of Man*

Scheeben, *Mysteries of Christianity*

Scheeben, *Nature and Grace*

Venier, *Key to the Doctrine of the*

*Eucharist*

#### **The Teaching of Religion:**

Hofinger, *The Art of Teaching Christian Doctrine*

Sloyan, *Shaping the Christian Message*

In addition to these categoric readings, the magazine *Lumen Vitae* provides many insights into theology with relation to the needs of the modern adolescent. *Theology Digest* is also within the scope of the 17-hour theologian.

**3. Well-Chosen Summer Courses in Theology.** New national pressures upon the educator have made the discriminant selection of summer school courses more important than ever. The demands of accrediting organizations create difficulties for those religious communities which are trying to compensate for the religion void by setting aside more and more teachers for summer work in theology.

Since only a limited number of religion teachers would be able to complete a full five-summer program leading to a master's degree in theology, Father Cooke has nominated three

courses which would be the most beneficial to a teacher of secondary religion.

A course in "Scripture" is vital, for revelation is the object of faith and the growth of faith is the whole purpose of religious education. No student should be made to believe on the merit of his pastor's word, his teacher's word, or his parent's word—but on God's word. Much of the superficial teaching of religion at the high school level is creating an anomaly among our intelligent students who may be carrying out the exterior requirements of their religion but for all effective purposes have ceased to believe. Thus, Scripture must be taught and taught well. The teacher must be prepared to carry the conviction of scriptural evidence into the classroom. There is a difference between saying "Christ lived" and saying "Christ really lived!" Evidence which leads to the second assertion can draw a doubting adolescent back and beyond to a living faith.

The second elective which Father specified is "Redemption and Grace." These two mysteries, of course, are the core of all Christianity. These concepts are necessary to a proper understanding of the Mystical Body, the sacramental system, and the apostolate as well as the logical outcome of God's revelation to man. The delegates attending the Marquette workshop discussion in June unanimously voiced their concern over the heavy emphasis on moral training (mostly negative) rather than a re-evaluation of the positive truths which give substance to theocentric living.

The final elective may be as general as "Liturgy" or, preferably, as specific as "The Mass." After confronting the mind with revelation and allowing it to grasp the logical fulfillment of revelation in the Redemption, the theological studies should turn from God's benefactions to man and begin to consider man's chief obligation to God: worship. The religion class will never be a full and effective approach to the Mind and Will of God until the student understands and appreciates his position in the Mass, and this certainly will not come about until the teacher understands and appreciates it first.

Here, then, are three possible remedies. They are not pointed toward the making of a *good* religion teacher, for who is to say what constitutes a *good* religion teacher. They are pointed, rather, to the making of a *better* religion teacher. And what religious teacher can scorn that goal?

# The Crown

By Sister M. Carol, F.S.P.A.

Immaculate Conception School, Boscobel, Wis.

**CHARACTERS:** Robert, Joseph (two children of today); Fairy of the Past; Father Junipero Serra; Indian Squaw; Father Isaac Jogues; Katherine Tekakwitha; An Indian Brave; Lady from Baltimore; Father Samuel Mazzucheli; Grandma Whitetallow; Redwing, Bluebird (two Indian travelers); Mother Catherine Drexel; Indian of Today.

ROBERT: I like this book about the Indians which we are studying, don't you?

JOSEPH: Yes, I do. I never knew what a tomahawk was until I learned it from this book.

ROBERT: That reminds me of a joke I read. An English boy and an American boy were speaking together. The English boy said, "My grandfather was a great man. One day Queen Elizabeth struck him on a shoulder with a sword and made him a knight."

"Aw, that's nothing," said the American, "an Indian hit my grandfather over the head with a tomahawk and made him an angel."

JOSEPH: Ha, ha, that's a good one—sent him to the happy hunting grounds, didn't he.

ROBERT: By the way, were there any Catholic Indians living in the pioneer days of our country?

ROBERT: I think there must have been some, because there were some missionaries who came to our country to teach them about God.

[Enter Fairy.]

FAIRY: Yes, my friends, there certainly were Catholic Indians living in our country many years ago.

ROBERT: Why—who are you?

FAIRY: I am the Fairy of the Past. I have with me today many who can

# round the Tomahawk

A history play for intermediate grades



St. Isaac Jogues preaching to the Indians.

tell you about the Catholic Indian Missions. Behold—here they come.

[Characters enter, one at a time or in groups.]

**JUNIPERO SERRA:** I am Father Junipero Serra. I came from Spain to California to teach and help the Indians of that part of our country. Some of the missions founded by the Franciscan Missionaries in California can still be seen today.

**INDIAN SQUAW:** I am an Indian squaw who belonged to Father Breboeuf's mission. Father Breboeuf was one of the many Jesuit missionaries who worked among the Indians. We all liked the wonderful clock he had at the mission. At twelve o'clock it said, "put the kettle on," at four o'clock it said, "go home"; and then all of the Indians left the mission for the day. Father Breboeuf was killed by the Indians.

**ISAAC JOGUES:** The Mohawks were

instructed in our holy faith by me. I am the Jesuit missionary, Issac Jogues. As I went through the American forests I often stopped to cut the name of JESUS on the bark of trees. I had often prayed that I might die for Jesus' sake. One day an Indian killed me with a tomahawk.

**KATHERINE T.:** I am an Indian maid. My name is Katherine Tekakwitha. I was the daughter of a pagan Mohawk chief. My mother was a Catholic, but I was not baptized until I was about nineteen years old. My mother and father both died of a terrible sickness when I was very young. Then I lived with my pagan uncle but I did not dare to learn about God. I escaped to Canada where I received my first Holy Communion, and lived there until my early death. My people called me the "Lily of the Mohawks."

**ANOTHER INDIAN:** One morning as some of my tribe were standing on the shore of the Mississippi River, we saw two canoes coming down the river. In one of them was the Jesuit Blackrobe, Father Marquette. With him was Louis Joliet, another Frenchman. Father Marquette held the calumet, the peacepipe, high above his head as a sign of friendship. He stopped at our village and told us about God and Jesus.

**LADY FROM BALTIMORE:** I lived in Baltimore when Father John Carroll became the first bishop of the United States, and his diocese included the whole country, and so all the Catholic Indians as well. He named the Blessed Virgin the patroness of our country, as she still is today.

**SAMUEL MAZZUCHELLI:** I am the Dominican missionary, Father Samuel Mazzucheli. I spent my life among the Indians and whites who lived along the Mississippi River. I celebrated Mass in many places where it is said today. One of these places was Prairie du Chien, Wisconsin.

**GRANDMA WHITETALLOW:** I am Grandma Whitetallow. I was baptized by the Jesuit missionary, Father Peter DeSmet.

These two Indians [*presents Redwing and Bluebird*] traveled by foot to St. Louis to ask for a Blackrobe for our tribe.

**REDWING:** We traveled heap big miles to get Blackrobe.

**BLUEBIRD:** We make trip three times to South to get Blackrobe.

**GRANDMA WHITETALLOW:** Many of our men were killed on the way. Father DeSmet went to Oregon in 1841. He taught the Indians to love Christ and to love one another. He spent his life with the Indians in the Oregon country.

**MOTHER DREXEL:** I am Mother Catherine Drexel. In 1889 I founded an order of Sisters who call themselves Sisters of the Blessed Sacrament. These Sisters teach the Catholic Faith to the Indians and Negroes of the United States today.

**INDIAN OF TODAY:** I am an Indian of the United States today. Most Indians live on Indian reservations. We are taught the Catholic religion on many of these reservations, but our free outdoor life which we enjoyed in the days of Father Marquette and Father Isaac Jogues are gone forever. The homes of the white man, your homes, stand today where the tepee of the red man used to stand.

**FAIRY:** Well, my good friends, you see that the name of God has been sounded in our country for some three hundred years.

**ROBERT:** Indeed, it has. Thank you, good Fairy of the past. [*Fairy and others leave*].

**JOSEPH:** And yet, I'm thankful that I live in our country today rather than in the days of the tomahawk.

**ROBERT:** So am I.



Father Junipero Serra



# Examinations can be Inspiring!

By Sister Joseph Marian, O.S.U.

St. Bernard Academy, Nebraska City, Neb.

■ Perhaps there is in the vocabulary of students no word more repugnant than that of "examination." Just let the teacher calmly announce an examination and moans and groans are forthcoming—or suppressed—in every direction. And how few teachers will not agree that they prefer a week's teaching, or even a month's, to the administration of one examination? And yet I say examinations can be beautiful.

When I am very old, much too feeble to be on active duty (if this space age permits me the indulgence of old age!), I am sure I shall still recall with joy a recent semester examination in speech. I should be able to write a poem on the experience by then, for if poetry is as Wordsworth defines it "the spontaneous overflow of powerful feelings taking its origin from emotions recollected in tranquillity," I have already garnered the material for my first poem which will be written in the age of tranquillity.

## An Unusual Examination

Perhaps the situation was not the usual one. Definitely the examination was not the usual type. At the close of a semester's work in speech, the class was given the privilege of giving as their examination a 15-minute recital which would demonstrate the fundamentals of interpretation. The selections were to be given from memory and with appropriate introductions and transitions. To do an examination of this type with a class of twenty consumed the speech hour for an entire week. This meant, too, that constructive criticism could not be given during the week of examination. Imagine the lively first period that followed examination week!

During that week I left these class hours inspired. It was not the fact that the speech as such was extraordinary, though I feel that some gave what would be comparable to a college speech recital, but it was the students' choice of material and especially the light that came into their faces as they shared with their classmates the wealth of

beauty they had drunk into their minds and hearts and souls during those weeks of preparation that made me take notice. Even those whose cheeks wore the rose of embarrassment and timidity as they walked to the front of the room and turned to face the class were lost before long in the imagery, the melody, the truth, and the splendor of the poet's lines. To witness this unfolding of personalities, this association with greatness, this sharing of a love for the beautiful is an experience that no teacher could soon forget.

## Excellent Comprehension

Except for seeing students page through various literature books and carry home a few unusual volumes, I had not noticed anything out of the ordinary by way of preparation. I had a happy surprise on the morning of the first test period when I drew from the card file the name of the first student to perform. When her introduction revealed that she was doing a recital on Wordsworth I was not at all surprised. Perhaps with high school seniors he is the most popular of the English poets. But as this young lady began with "Five years have passed, five summers with the length of five long winters!" I felt the inspiration and even the physical exhilaration the poet must have felt as he stood by the River Wye with his sister Dorothy and drank in nature's beauty and gathered the impressions which were to help him in years to come. As I listened to this intelligent interpretation of a lovely poem I was literally "led from joy to joy," impressed with "quietness and beauty" and so fed with lofty thoughts that I was sure that these feelings would have "No slight or trivial influence on that best portion of a good man's life, His little nameless, unremembered acts of kindness and of love."

The second student had also chosen Wordsworth's poetry, and gave entirely from memory and without a moment's hesitation his Ode. Hers was no singsong recital that rattled on to nowhere

to destroy the beauty as well as the sense of the poetic interpretation of the transition from youth to age. It is a wonderful experience to see a student surpass the teacher. During the introduction which preceded Wordsworth's popular Ode I found myself wondering if at high school I could have clearly drawn the line between what can be accepted because it teaches that the soul comes from God, and what must be rejected of Plato's idea that the soul of man exists amid the glory of heaven before it is born into this world.

It is an entirely rewarding experience to see a student keenly aware of the beauty of the lines of an exquisite poem, so much so that the whole being seems to vibrate with joy, and when that student is one who really looks through nature to nature's God, there is added inspiration. When "meadow, grove, and stream, the earth and every common sight . . . seem appareled in celestial light" there is no doubt that there is good interpretation. I could really say in all sincerity "Thanks to the human heart by which we live, Thanks to its tenderness, its joys, and fears," to me this simple demonstration of a high school student's appreciation of beauty gave thoughts that do lie too deep for expression.

## Understanding God's Love

Just when I was wondering if those difficult numbers beautifully done might be a source of discouragement to those students yet to come up for examination, a boy took the floor and gave "The Hound of Heaven" with an interpretation which showed that he understood Thompson's poem to be not only a spiritual portrait of humanity, but of every single soul. He not only showed sympathy for the soul's struggle but seemed to be captivated by the love of the Almighty, all holy God for poor, weak, sinful men. And doesn't it seem logical to conclude that this close study of what is considered by many to be the greatest single poem of the twentieth century will have telling influence on this man's life?

There were moments of laughter, too, as some students demonstrated that their preferences were definitely on the lighter, more humorous side. Besides being the most rewarding, I believe this was the most pleasant examination both for students and teacher that I ever hope to experience. I am convinced now that examinations can be beautiful and inspiring.



# Student Initiative in Classroom Dramatics

By Sister St. Simon, O.S.U.

Cathedral School, Toledo 10, Ohio

Most teachers, myself included, are too much inclined to manage student dramatic attempts. An experience impressed this upon me very vividly. It was during the second week of May that Susan approached me.

"Sister, do you think the fourth grade could have this play sometime before school is out?" She proffered a copy of *The Elves and the Shoemaker*, from a back copy of a children's magazine.

Sometime before school is out! I thought rather frantically: we must do three more units of spelling, another section of geography, finish World War I, and make sure of our division combinations. What time would there be left for a show? Still, Susan was not one of those for whom the end-of-the-year-drill was necessary. Neither were many of the other fourth graders. There was, too, the problem of keeping them interested during their study period while the fifth grade finished up that war.

"You would have to do it yourself, Susan," I said. "We could not take much school time for practice. It would have to be during your study period and it would have to be very quiet. You may try it if you wish. Get some copies made and pick out the people."

## Susan Takes Over

That was all Susan needed. I was consulted from time to time and given a report of progress, usually at recess time.

"Sharon's father is going to make the copies for us. Don't you think it would be better to have girls for the elves? There are more girls than boys, and besides the girls would be quieter when we practice." Wise Susan! When the copies appeared, I offered a bit of advice:

"You had better get together at recess and read it through. You will have just this week to practice. It should be on Thursday of next week. If you wait till Friday something may happen

and you may not be able to have it."

Who dares question the lure of the footlights? Behold not only the elves but also two of our most ardent baseball players in a corner of the playground, reading diligently!

"Sister, do you think we should have an announcer as we did for the Thanksgiving play? To say the names of the people and the scene and time."

I agreed that it would be proper. Next recess, Susan produced a piece of paper. "I have written out what the announcer has to say. David is going to be it. Sister, don't you think the elves should be dressed alike?"

"They all have the skirts and blouses that they wore for Confirmation."

"That's what I thought, Sister. You know, in the part where the elves come in there is supposed to be fairy music."

"Yes. What are you going to do about that. Maybe you could get a record player."

"Well, Sister, I thought maybe the rest of the fourth-grade girls could sing that fairy song we learned from the music book."

## The Children Co-operate

Near the end of the week, I approached the group in the corner of the playground to inquire about progress:

"You will have to be ready next week, you know."

"Yes, Sister. I was just asking them if they could come over to my house tonight and practice."

On Monday Susan had the heartening report, "Everyone knows his part, except Thomas doesn't know one place."

The time had come, I saw, for actual practice on the stage. Our "stage" consists of a wide landing in the middle of the flight of stairs leading from the second floor to the attic. The wide corridor which includes the cloakrooms for the class rooms on that floor forms the body of the "theater."

This was now put at the disposal of the small company. An empty desk and two chairs were requisitioned for stage furnishings. The shoemaker, his customer, and the announcer doubled as stage hands—at Susan's instigation. On one side of the upper part of the stairs was the "orchestra" with music books and Sister's pitch pipe. The elves waited for their entrance on the opposite side.

I gave only my standard direction for any kind of public speaking, "Talk slowly, talk out loud, and say all of the words. Don't leave off the endings."

Two of the leftover fourth-grade boys were seated in the center of the hall with directions to raise their hands if they could not hear the speakers. Their hands were up frequently at first, but it brought results. It was one of these monitors who came to me after school with an objection: "Kenneth holds up the shoes and says, 'Just my style. Just my size,' and they're *girl's* shoes! (So they were, right off the feet of one of the cast!) I have a pair of high shoes at home. May I bring those?"

Other properties began to appear: A table cloth, a dish ("We're supposed to have two crusts of bread to eat."), a scissors and some scraps of black paper. ("Because the shoemaker is supposed to cut out the shoes in the first scene.")

When the stage crew carried the props back into the room, the dish slipped out of the desk and crashed. She appeared next morning saying, "Mother, gave me a dish that will not break."

I did brush aside the suggestion that the elves bring some extra clothes to use for those the shoemaker's wife was supposed to make. I showed the girls how to make pointed caps and sleeveless jackets from some scraps of crepe paper. The thrill of making the things added one more joy to the production.

The manager put her cast through the script twice a day for two days. Of course I had to look out once in a while to make sure they were keeping to the agreement, "No noise at all. If any teacher has to look out to see who is making a noise in the hall, you will have to stop." They kept to it, although the announcer was reported once. The suggestion of a replacement brought him into line immediately.

## Teacher Is Surprised

On the third day I let the fifth grade conduct their own history quiz and stepped into the hall to watch the rehearsal. I was astonished at the finish

which Susan had achieved. The "business" of cutting out the shoes, the customer holding them up for inspection, the cough by which the shoemaker waked the elves at the critical moment—all were well done. Once the shoemaker forgot his cough and stepped back onto the stage to correct his omission.

At the appropriate moment the elf nearest the stair reached back and brought forth the *man's* shoes and put them on the table to the line, "We have finished the shoes." In the second scene the elves lined up on the front step of the landing and went to sleep. Since it took a little while for the shoemaker and his wife to distribute the shoes and clothes and another little while for the elves to put them on, the "orchestra" had been instructed to render soft music during these parts of the scene. No words, but just a humming of the tune.

The day before the performance the director waited after school:

"Sister, are we going to fix up the stage?"

"What do you mean, Susan?"

"Well, there's supposed to be a window and some shelves."

I recalled that for the Thanksgiving play we had made a window (The Pilgrim child had to look out and see that it was snowing,) and also a fireplace and a spinning wheel.

"You may take two big pieces of drawing paper and make the things, if you wish."

The scenery came back the next morning and it did quite a bit for the "stage." When the shoemaker's wife said, "It was the elves, Here are their footprints on the shelves," she ran her finger along the shelf very realistically.

On Wednesday afternoon there was a dress rehearsal for our fifth grade and for the seventh grade (whose teacher had been following the rehearsals from her doorway and was dying to see the performance).

### A Huge Success

On Thursday there were three performances: one for the sixth grade which was taught by the principal whom they wished especially to invite; one for the first and second grades, where there were many small brothers and sisters; and the fifth grade were invited because they were our neighbors and the third and fourth because we did not wish to leave them out. The performance went with great abandon the third time.

Throughout the production it was the

quality of the action and the details of the stage business which impressed me. The announcer, with his speech from memory, gave the title, introduced the characters, and gave the scene. As the characters were introduced, each came to the center, made a bow and went to his position for the first scene.

The three gentlemen arranged the chairs and table which had been pushed back to make room for the introductions. The shoemaker wielded his scissors, his wife brought in the two crusts of bread. The elves danced around the table. (Shoemaker and his wife had pushed the furniture to the proper position before they went off.) They chanted their magic formula and stitched away with invisible thread and golden needle. At the proper time the finished shoes were brought forth and placed on the table. The "orchestra" came in at the correct times. The customer held up the shoes for inspection, took the money (also invisible) from his pocket and paid for them while the shoemaker wrapped them in (invisible) paper.

In our "theater" no seating is pro-

vided for the audience. The older children stood for the eight or ten minutes of the performance. The little ones sat cross legged on the floor. It was a charming picture to see the little faces lifted so attentively to the "stage" and to see the smiles and chuckles pass over them at the appropriate lines.

### Susan Did the Worrying

On picnic day, which came that same week, I naturally spoke to Susan's mother about the fine job that she had done with her production. The mother laughed and said, "She was so worried about it. She got up that morning at about six thirty and said, 'I can't sleep any more.'"

There was not, then, a complete absence of worry and anxiety. It had merely shifted to Susan's shoulders instead of falling on Sister's. That made a priceless experience for Susan.

After enjoying this production, I decided that I had been entirely too cautious and too interfering in student productions. I hope that some other Susan offers to do it again this year.

## Some classroom procedures for

# Practicing the Virtues

By Sister M. Clare, C.S.S.F.

Holy Family School, Cudahy, Wis.

■ Catholic education has a mission—a mission to imitate Christ; to follow Christ; to be good members of the Parish, in the home, at school, at play, in order to save souls. The key to carry out this program is the teacher. She must change the ideas, the ideals of the children—change the child from what he was to what he must be. She must use all of the techniques that she possibly can gather. A good technique to accomplish this is the practice of virtues.

### Introductory Presentation

Virtue is a habit. The actions we perform frequently become habits. Habits are bad (vices) or good (virtues). Good habits or virtues are either natural or supernatural.

Among the natural virtues which our students should cultivate are: honesty, kindness, earnestness, truthfulness, patience, happiness, punctuality, and self-control. Self-control involves the practice of such natural virtues as courage, silence, temperance, prudence, justice, industry, humility, truthfulness, purity, and sincerity.

The supernatural virtues include the theological virtues of faith, hope, and charity; and the cardinal virtues of prudence, justice, fortitude and temperance.

### Suggestions for Procedure

#### Teacher's Aim:

1. To build good characters and well balanced personalities by presenting to our pupils constant opportunities to cultivate desirable habits and attitudes.

2. To stimulate and inspire the mind of the child with right attitudes and principles which will guide him in his activity and in meeting the situations of life.

#### Child's Aim:

To develop those traits of character and personality that are an essential part of success in his daily life and in business.

#### Daily Prayer:

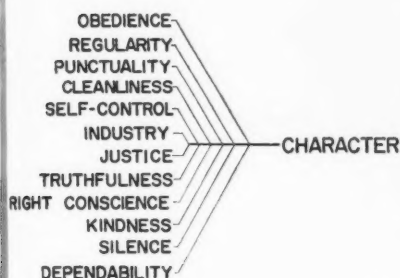
O Mary, our Queen, our Mother,  
In the Name of Jesus for the love of  
Jesus,  
We place the formation of our characters into your hands.  
Grant them good success.

#### Definition of Character:

The sum total of all the natural virtues or traits in a person.

#### Definition of Trait:

That what you really are.



### Ways and Means by Which and Through Which We May Keep the Children Aware of the Virtues

1. Monday morning have a five-minute talk. Explain and discuss the virtue for the week.

2. Post a duplicated sheet about the virtue of the week at the entrance of the door—this will make the children virtue-minded.

3. Check results. Organize a club. Appoint committees: Attendance Committee to report on punctuality; Cloak-room Committee to report on order in the wardrobe; Religion Committee to report on spiritual development; Social Committee to report on courtesy. Have individual children give oral reports of their experiences; for example, "My Chance of Showing Self-Control."

4. Bulletins—post appropriate pictures as reminders.

5. Use mottoes. Suggestions: "Mary, Our Guiding Character"; "Do I Radiate Christ in My Words and in My Ac-

tions?"; "Do I Resemble Christ in the Nobility of Character?"; "Sow an act, and reap a habit; sow a habit, and reap a character; sow a character, and reap a destiny."

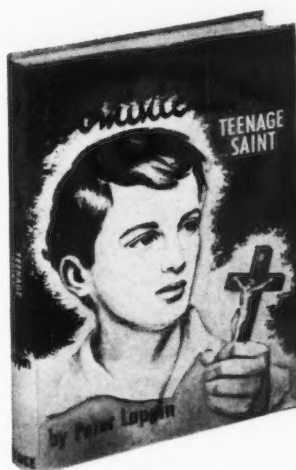
#### Good Sources

Gospel stories are excellent.

Drinkwater, *Catechism Stories*, St. Paul, Catechetical Guild.

John Bosco, Saint, *Blessed Dominic Savio*, Salesian Brothers.

Mary Fidelis, Sister, S.S.N.D., and Sister Mary Charitas, S.S.N.D., *Character Calendar*, Milwaukee, Bruce.



Lappin, Peter, S.D.B., *Dominic Savio: Teenage Saint*, Milwaukee, Bruce, 1954.

St. Maria Goretti, Techny, Divine Word Missionary Publications.

Tonne, Arthur, O.F.M., *Personality Plus*.

Lives of the saints for children.

For the lower grades, Father Brennan's *Angel Food* books.

#### A Word to the Teacher

It is not difficult to see how the observance of the school virtues will, in time, establish desirable habits, but where does the real character training come in, since the child complies, because the teacher stands behind him and in a way compels him to preserve order? The teacher who is satisfied with such results has a very imperfect concept of character formation, for the child will be orderly only as long as the teacher's eye is upon him.

That these school virtues can be made to serve the high purpose of forming

character is not so difficult, if one knows how to proceed. Remember that right reason must give assent to the practice of a virtue. As soon as the child becomes conscious that the suggested course is right, his will is ready to conform, because he perceives it to be good. He now begins to act from principle and does what is right because it is right and if "character is life dominated by principles," then he has begun the work of building. If the child learns to control his natural propensities by the exercise of good judgment, right reason, and strong will power, will it be presumptuous to expect that, with the refining influence of religion, he will develop a character worth while?

#### Sample of a Mimeographed Sheet

See Point 2 under "Ways and Means. . ."

#### SILENCE

*Silence is gold; speech is silver.*

The teacher discusses the value of silence with her class: how it must be observed, not because the teacher wants to take away the privilege of talking, but because the lessons demand the interest and attention of the child, neither of which could be given if talking were permitted; how conducive silence is to study and to good order. Get the class as a result of this reasoning to give assent to this regulation because it is right and proper in the classroom, and impress upon the children that they must now act from principle in regard to silence, not from compulsion. Silence affords fine exercise for the training of the will. Let the teacher devise some simple effective exercises for this purpose. Explain the meaning of keeping a resolution, help the children to form one, and then watch the outcome.

When the mind of the child has developed sufficiently to grasp the meaning, explain how God does almost everything in silence, how secretly and silently all the wonderful operations of nature take place; for instance, how softly the stars steal into their proper places every night, never making a mistake; how silently the first rays of the sun come gliding along to gladden the great heart of mother nature; how noiselessly the sap rises in the tree even to the very tips of the highest branches, bringing with it renewed life and vigor; how stealthily the blood circulates through the body giving nourishment to bone, tissue, and muscle and still more secret are the workings of God's grace in the souls of men.



# Getting to Know You

By Sister M. Helene, S.C.C.

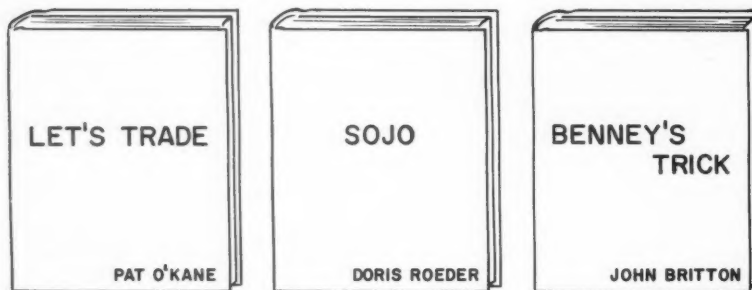
Gehlen Grade School, Le Mars, Iowa

■ In an age when the practical and the realistic are stressed, a counter emphasis on the creative and imaginative plays a major part in the life of the child.

Along with our third grade reading program this year, I suggested to the class the making of "Story Booklets." When a unit has been completed, children are appointed to find suitable pictures to represent the stories read. In their free time they are permitted to scan old copies of the *Mine Magazines*. After selecting the pictures, they write the story. Each character is properly introduced, character traits are simply

explained and a summary of the story is written. Pictures and accompanying stories are fastened with ribbons into little booklets with attractive covers designed like a book. The name of the child who made the booklet is printed on the cover below the title of the story. To complete the project, the booklet is hung on our "KIDS CORNER" bulletin board below the caption — GETTING TO KNOW YOU.

I find that the children are eager to have their names appear on the covers. Children really know who's who.



## Evaluations of AV Aids

(Concluded from page 14)

frames). By means of this filmstrip, students learn (1) how water soaks into the ground, (2) how the water table affects surface water and wells, (3) how caves are formed, (4) how geysers and hot springs affect the surface of the earth, (5) how minerals in ground water replace other materials, and (6) how ground water affects mineral deposits. Through photographs, diagrams, and captions, the class also learns the meaning of such terms as *water table*, *stalactite*, *stalagmite*, and *petrified*.

4. WORK OF THE SEA (45 frames). In illustrating how waves and currents change the shores of continents, this filmstrip describes (1) some types of coasts, (2) waves and currents, (3) shore features developed by erosion,

and (4) shore features developed by deposition. Students also learn about such things as *fjords*, *stacks*, *bars*, *spits*, and *lagoons*.

5. WORK OF SNOW AND ICE (48 frames). This filmstrip describes two types of glaciers — valley glaciers and continental glaciers — and tells how they change the surface of the earth. A simplified diagram shows how V-shaped valleys made by streams are changed to U-shaped valleys by glaciers. Such terms as *crevasse*, *lateral moraine*, *terminal moraine*, *cirque*, and *varve* are defined and illustrated.

6. WORK OF INTERNAL FORCES (50 frames). The surface of the earth is being changed slowly, but constantly, by internal forces. This filmstrip describes four processes due to internal forces that change the surface of the earth: (1) faulting, (2) folding, (3) forma-

tion of plateaus, and (4) vulcanism. Also defined are such terms as *folding*, *anticline*, *syncline*, *sill*, and *batholith*.

## PROGRAM TO IMPROVE FILMS

More than 500 Knights of Columbus Councils have indicated their willingness to participate in "The Knights' Watch," a program designed to raise the moral tenor of films in the United States. The Supreme Council of New Haven, Conn., will furnish to interested groups specially prepared kits which describe exactly how the program is conducted.

It all started when the Fairfield, Conn., Knights of Columbus Council started to publish "The Knights' Watch" in a metropolitan newspaper every Saturday. It is a listing of movies which will be shown in the local theaters during the following week. The list is broken down according to ratings of the National Legion of Decency. Catholic laity have been asked to clip out the ad and to keep it for ready reference during the week. The program was founded after Council members became concerned over the quality of the movies offered and which their children had been seeing. While National Legion of Decency ratings are regularly published in the Catholic press, sometimes these papers are not readily available to the Catholic laity. Council members thought the most effective place for these to be placed would be on the movie pages of the local papers on the day when most children attend movies.

The Council found the program enthusiastically accepted by both Catholic and non-Catholic people — with no adverse criticisms during the first six months of appearance. In addition, the program has proved to be an effective public relations tool showing to the community what Knights of Columbus men are doing in the way of concrete action. One unexpected result achieved was recruitment of additional members as a result of the program.

While to date the Fairfield Council has been supporting the program alone, through voluntary contributions from its members, plans are under way for five other councils in the area served to share in the expense.

With a joint effort of Councils, the expense of the program will amount to only one-half a cent per week per member. This is a negligible amount when the impact of the program is considered.

This new program can easily become a powerful force for good in our country. At the same time, under local sponsorship, it can be a key factor in community public relations since non-Catholics as well as Catholics appreciate this needed service. Furthermore, on a national basis, the program could easily serve to raise the moral tenor of films throughout the country.



# Definitions, Educational Terms

By Edward A. Fitzpatrick, Ph.D.

## TEACHER TRAINING INSTITUTIONS

### Normal Schools

Teacher training institutions were largely a development of the nineteenth and twentieth centuries in the U. S. A., though there were earlier efforts in Europe, and St. John Baptist de la Salle is reported to have established the first normal school in Rheims in 1684.

The normal school in the U. S. was the first teacher training institution exclusively devoted to the purpose and ultimately replacing the activities of the academies in this field. Our first normal school was established by Samuel R. Hall in Concord, Vt., in 1823, but it had practically no imitators. The first public normal school was established by the Massachusetts legislature in 1839, at Lexington.

In its early development, the normal school was largely a school for the training of elementary teachers for rural schools. At that time, high school teachers were not supposed to need pedagogic training. With the co-operation of the state educational authorities, aided by educational lobbies, the pedagogical requirements for teachers' licenses were progressively increased. The normal schools, toward the end of the nineteenth century, more and more demanded high school graduation as an entrance requirement, increased the length of some of their courses to three and four years, and began to include courses in teaching academic subjects in the high schools, and lastly, courses in teaching special subjects.

At the beginning of the twentieth century, state teachers' colleges began to appear (Ypsilanti, Michigan, in 1903), and soon they were granted power to confer pedagogical degrees. By the 1920's the movement was developing fast, and it reached its final stage in the '40's when the state teachers' colleges became state colleges giving the usual college courses and the usual academic degrees, in addition to teacher training or as a part of it. Woodring thinks that by 1970 this final stage will be practically completed.

### University Schools of Education

The full development of the teacher training program in the U. S. A. came

with the establishment of university schools of education. A motivating force in this development was the establishment at Columbia University, under Nicholas Murray Butler, of the institution that came to be known as T. C. (Teachers College). This movement has been extraordinary in its scope of training, in its proliferation of courses, in its influence on state departments of education, increasing pedagogical requirements for teachers' certificates, and increasing the number of certificates. A distinguished professor of education (Dr. Knight) has indicated that this development has been extreme and has proposed that professional education

needs to be studied as that of other professions has been — notably the Flexner Study of Medical Education which,

"without fear or favor, fairly but firmly turned the searchlight on, and drove out, spurious practices in medical education. A similar objective and responsible study of practices in so-called graduate work in professional education is long overdue and the need for it presses for attention."

### Liberal Arts Colleges

The liberal arts college was the primary source of supply of secondary teachers during most of the nineteenth century where only academic training in subject matter was required. Presumptively the new state college is basically, whatever its origin, a liberal arts college, not exclusively a professional school. In this later development, the liberal arts college entered the field of training elementary teachers as well as administrators and supervisors. Recently there has been an active controversy between heads of academic departments in colleges and those in charge of teacher training over what is termed the non-intellectual character of the training and the needless proliferation and duplication of pedagogical courses.

## COLLEGE EDUCATION

The college, ordinarily, means the four years of formal education immediately following graduation from the high school.

In the college, the students are expected to be more self-reliant, and progressively more independent in their studies — that is, without the spoon feeding, too common in secondary schools, and without limiting the study to a single textbook.

The satisfactory completion of four years of study on the basis of and beyond the high school curriculum includes courses required for graduation and electives, both totaling at least 120 to 128 semester hours, and requires concentration on at least one study which has been pursued in advanced courses for three years and one or two other studies on which the student concentrates to a lesser degree.

Historically the usual degree was the B.A., which has the definite meaning of a study of the classical languages and mathematics, but more recently — after the middle of the nineteenth century with the development of science — it has lost all significance as to the content. The granting of specialized degrees, such as B.Ed. or B.S. in Home Economics, would seem to be a viola-

tion of the ideal of a liberal education to which the colleges are dedicated, but the vocational (professional) element has never been lacking in the colleges.

The institution, called the college, providing this education, may be a separate or independent one, or it may be the general education (liberal arts and sciences) unit of a university and may include some professional education. In some institutions the professional schools are called colleges — in which sense college means merely a unit or division of a university. In some Southern universities, the term "college" is given to a single department, as "College of English," etc.

When the terms "junior and senior colleges" are used in an institution, the junior college is the first two years, called the freshman and sophomore years, and the senior college is the third and fourth years of college, called the junior and senior years. The junior college increasingly is being regarded as a phase of secondary education.

The college has been a selective institution both as to admission of students and as to their survival in the college; it is becoming rapidly an institution of

(Concluded on next page)

# Coordinating Language Courses in High School and College

By Vincent J. Colimore, Ph.D.

Loyola College, Baltimore, Md.

■ Loyola College occupies a unique position in Baltimore, Md. It is the only male Catholic college in the city. More than 50 per cent of its day school enrollment is made up of students from the four male Catholic high schools — Calvert Hall College High School, Loyola High School, Mt. St. Joseph's College High School, and Towson Catholic High School. Its evening college is co-ed. Its students come from the local, Catholic girls' high schools, from the male high schools, and from the local business section of Baltimore. Hence, Loyola College's position is unique, not only in Baltimore, but in the entire state of Maryland, since it is the only Catholic college having students from both boys' and girls' Catholic high schools.

Realizing this, the modern language department decided to have an annual meeting of the boys' and girls' Catholic high schools and colleges in the state in order to discuss methods and objectives of teaching modern languages. The response has been enthusiastic and surprising. Many teachers of modern languages were present. Those who have not been able to attend expressed in-

terest in the annual affair and requested a copy of the proceedings.

Institutions in a similar position as Loyola College might profit from a description of our agenda. Before each general meeting, an exhibit of modern language textbooks is arranged for colleges and high schools. Some of the latest high school textbooks, with accompanying records, are displayed. A great deal of information on the latest teaching methods is scattered around the room. Bulletins from PMLA and publications dealing with the revival of language teaching in the elementary schools are also available.

## College and High School Co-operation

The annual meetings have produced two significant developments. It was decided to hold a conference at Loyola College each year to discuss some phase of modern language development. At these meetings, the teachers from the Catholic high schools and colleges would meet to discuss a better co-ordination of their objectives and the methods used to obtain their common goals.

It was found that the objectives of the secondary schools and the colleges differed very little. The reading and understanding of a modern language was the objective of both, while the speaking of the language was practiced in French, Spanish, and German clubs. Some of the teachers were conducting their classes in the foreign tongue and reported great success in teaching functional grammar. It also helped them to achieve the reading objective as well as, if not better than, conducting their classes in English. All claimed a better pronunciation for their students due to this method.

These meetings promised to produce good results, especially for Loyola College. If nothing else, the modern language teachers of Loyola College will know exactly what methods and objectives are used, and may adapt their

teaching to effect a gradual improvement in the majority of these local students. Both the high schools and colleges involved see the opportunity for a very close co-ordination of effort. Loyola College will, in turn, supply the high schools from which these students come, with yearly achievements of their students in language study, if requested. They may keep a record of these for future comparison. Likewise, Loyola can supply them with information whenever a deficiency becomes apparent, such as weakness in grammar, vocabulary, reading comprehension, etc.

The second significant agreement was the reading and comprehension objective of the language with emphasis on the functional treatment of grammar as a preparation for it. However, due recognition was made of the necessity for teaching the student how to speak the language. All were attempting to achieve this goal in clubs and societies. In fact, more and more stress on the speaking objective, with greater use of tape recorders, records, larger language laboratories, has brought about a greater interest in language learning.

On the other hand, due to the recent developments in the scientific fields, emphasis has been placed on people who can read and translate scientific articles from the languages in which they appear. This would tend to bolster the objectives practiced by those participating in the Loyola College conference.

The recent allocation of a comparatively large sum of money for language education, plus the revival in language teaching and learning, from the elementary grades up to and including college, makes it imperative that such co-ordination of methods and objectives be improved. From such improvement will come the linguists so sorely needed by government, industry, education, and various other agencies. Co-ordinating conferences of the Loyola College type, although small when compared to the over-all picture, may contribute significantly to better language education.

## Definitions

(Concluded from previous page)

mass education repeating the history of the secondary schools.

The word "college" is used to describe the buildings, the four years of education, and the body of students and teachers.

The term "college" is used in a number of senses of interest to education: (1) The name of an organization of professional men, as the American College of Surgeons; (2) The persons elected to select a President of the United States, known as the Electoral College, and (3) A group of the highest prelates in the Roman Catholic Church, the College of Cardinals.

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## AD MULTOS ANNOS

★ BROTHER CLAUDIUS JAMES, F.S.C., of De La Salle College, Washington, D. C., observed his golden jubilee as a Christian Brother on November 1.

★ REV. WILFRED A. DUFAULT, A.A., superior general of all Assumptionist Fathers marked the 25th anniversary of his ordination on November 27 at Worcester, Mass. Father Dufault, former president of Assumption College, Worcester, was in this country from Rome on an inspection tour of his order's schools.

★ REV. GERARD D. MCCARTHY, O.C.A.R.M., prior of the community at Our Lady of the Scapular, New York City, and former assistant provincial, celebrated the silver jubilee of his ordination on November 15.

★ BROTHERS ARCADIVS WALTER, F.S.C., and BASILIDES JOSEPH, F.S.C., both members of the faculty at Manhattan College, New York City, observed their silver jubilees as members of the Brothers of the Christian Schools on November 2.

★ MOTHER EULALIA, M.S.C., superior of Villa Cabrini Academy, observed the golden anniversary of her profession on November 9. Mother Eulalia received her habit from the hands of St. Frances Xavier Cabrini at Seattle, Wash., in 1909.

★ SISTER SOPHIE, R.S.C.J., a member of the faculty at Duchesne Academy and College, Omaha, Neb., observed the 60th anniversary of her profession on November 6.

★ Five Christian Brothers and one lay faculty member were honored at St. Mary's College, St. Mary's Calif., on December 13 for their combined 143 years of service to the school. Awards of merit were presented to BROTHERS S. ALBERT, F.S.C., head of the language department, 28 years; W. MATTHEW, F.S.C., head of the history department, 27 years; U. ALBERT, F.S.C., vice-president and director of relations with schools, 24 years; U. JEROME, professor of economics, chairman of the school of economics and business administration, and THOMAS J. TWOMEY, assistant to the dean, each 22 years; and BROTHER V. DOMINIC, F.S.C., associate professor of mathematics, 20 years. Two of the Brothers are former presidents of the college, Brother U. Albert served from 1934 to 1941, and Brother Austin from 1941 to 1950.

★ BROTHER THEOPHILUS MACHALINSKI, C.S.C., of Holy Trinity High School, Chicago, celebrated the golden jubilee of his profession on December 8. Brother Theophilus is active in forming Catholic Action groups for young people, and was, at one time, chairman of the moderators for 24 Young Christian Student high school groups in southern California. He has written articles for the *Catholic Education Journal*.

## HONORS AND APPOINTMENTS

### Priest Heads State Group

REV. DARRELL F. X. FINNEGAN, S.J., chairman of Loyola University (Los Angeles) department of education, has been elected the first priest-president of the California Council of Teacher Education. An advisory body to the State of California Department of Education, the council consists of 150 representatives from 40 California colleges accredited for teacher education.

## News

### French Award to Cardinal

CARDINAL RICHARD CUSHING has been awarded the French Order of the Legion of Merit with rank of Grand Officer, one of the highest honors bestowed by the French Government.

### Encyclopedia Editor Named

RT. REV. MSGR. WILLIAM J. McDONALD, rector of the Catholic University of America, has been named editor-in-chief of the new Catholic Encyclopedia. The university, in co-operation with McGraw-Hill Publishing Co., New York City, is producing a new work to replace the present, 52-year-old encyclopedia.

### Chicago Priest Honored

REV. LEO T. MAHON, founder of a fraternal order (The Knights of St. John) to help Spanish-speaking migrants overcome problems of urban adjustment, has been selected to receive the 1959 Thomas H. Wright award of the Chicago Commission on Human Rights. Father Mahon is executive secretary of the Cardinal's Committee for the Spanish-speaking in Chicago.

### Annual Peace Award

RT. REV. MSGR. EDWARD E. SWANSTROM, executive director of the Catholic Relief Service, National Catholic Welfare Conference; chairman of the National Catholic Resettlement Council, has received the 1959 Peace Award of the Catholic Association for International Peace. During the presentation ceremony at the Peace Award luncheon, at Washington, D. C., October 24, 1959, Archbishop Patrick A. O'Boyle, honorary president of CAIP, described Msgr. Swanstrom as the "chief architect" of the world-wide activities of the Catholic Relief Services—NCWC.

### President of Superintendents

RT. REV. MSGR. HENRY C. BEZOU, superintendent for 16 years of the archdiocesan school system at New Orleans, has been elected president of the Catholic school superintendents in the United States. He succeeds RT. REV. MSGR. HENRY M. HALD, head of diocesan schools in Brooklyn.

### Seton Hall President

RT. REV. MSGR. JOHN J. DOUGHERTY, a frequent speaker on the Catholic Hour radio and television programs and author of several scholarly works, has been elected president of Seton Hall University, South Orange, N. J. He succeeds MSGR. JOHN L. McNULTY, who died on May 27.

### Cardinal Spellman Prize

REV. JUNIPER B. CAROL, O.F.M., professor of dogmatic theology at Tombrack College, Paterson, N. J., recently received the Cardinal Spellman Award of the Catholic Theological Society. The award is presented annually for outstanding achievement in the field of sacred theology. The author of several books and some 50 articles on Mariology, Father Carol founded the Mariological Society of America and served as its first president. He has been secretary since 1954.

### CAVE Secretary

MOTHER M. BENEDICT, R.S.H.M., chairman of the education department of Marymount College, Tarrytown, N. Y., has been appointed secretary of the Catholic Audio-Visual Education Association. The appointment was made by Very Rev. Leo J. McCormick, president of CAVE.

### New Marist Vocational Director

BROTHER CYRIL ROBERT, F.M.S., has been appointed vocational director of the St. Anne's Province of the Marist Brothers of the Schools. He is founder and director of Our Lady's Research Library at Marian College, Poughkeepsie, N. Y.

### Sacred Doctrine Society Elects

REV. HENRY D'Aoust, O.S.B., instructor of theology at St. Vincent College, Latrobe, Pa., has been elected chairman of the Pittsburgh regional section of the Society of Catholic College Teachers of Sacred Doctrine. As chairman, Father D'Aoust will co-ordinate the activities of 16 institutions of higher learning in the Pittsburgh area.

### Archbishop Appointed Adviser

MOST REV. WILLIAM E. COUSINS, Archbishop of Milwaukee, has been named to a nine-member citizen's advisory Committee on literature for the United States Post Office. The appointment was made by Postmaster General Arthur E. Summerfield to help reach decisions on matters relating to the mailability of books where questions of obscenity arise. The Committee, as instituted, will not be a censorship body, but will be concerned solely with consulting with the Postmaster General as to whether specific pieces of literature are mailable or should be denied access to the United States mails.

## SIGNIFICANT BITS OF NEWS

### Award for Teacher of Partially Seeing

An annual award to recognize the nation's outstanding teacher of the partially seeing has been established, according to John W. Ferree, M.D., executive director of the National Society for the Prevention of Blindness. It will be called the Winifred Hathaway Award in honor of the late Mrs. Hathaway, a leader in education of the partially seeing. Mrs. Hathaway, the author of *Education and Health of the Partially Seeing Child*, died in 1954.

Each state superintendent of public instruction will submit a nomination for the award. The first Winifred Hathaway Award will be presented at the annual conference of the National Society to be held in Denver, Colo., March 30—April 1, 1960. The winner will receive a certificate and a check for \$250. Each state winner will also receive a certificate from the National Society.

### Scholarships for Negroes

Since "wasted talent" is a present-day evil and since Negroes supply far more than their share of wasted talent, the National Scholarship Service and Fund for Negro Students has spent, during the past eleven years, about \$2,000,000 in aiding Negro students to obtain a college education.

Although Negroes form 10 per cent of the population, they constitute only one per cent of students in interracial colleges, for the fundamental reason that, in general,

(Continued on page 56)



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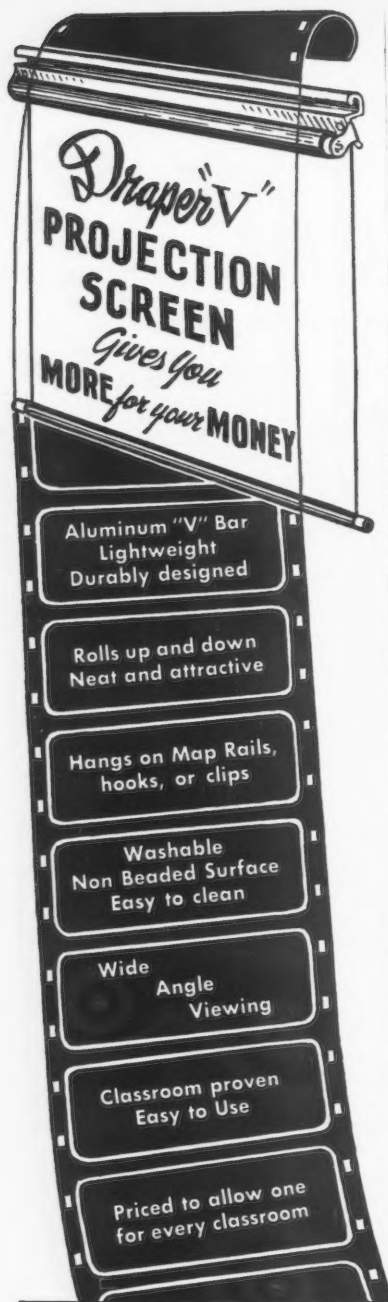
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## NEWS

(Continued from page 54)

thir elementary and secondary school opportunities have not given them the ability to pass college entrance examinations and thus to obtain their share of scholarships. The Committee to Salvage Talent is working to correct this situation.

Complete information about the project is available from National Scholarship Service and Fund for Negro Students, 6 East 82nd St., New York 28, N. Y.

### Family Day at the Altar Rail

Catholic families throughout the world are encouraged to receive Holy Communion on January 10 to celebrate the Feast of the Holy Family. Communicants in the United States and more than 50 other countries will become members of the Family Communion Crusade. Rt. Rev. Paul Faustmann of Boston, the Crusade's spiritual moderator, stated that "It is a movement designed to bring sanctity to the family and through family sanctity to spread love and peace in the world."

The Crusade holds no meetings and does not charge dues or solicit funds. Promotional materials, written in more than 40 languages, are distributed free in any quantity required. The only obligation asked of members is that they, with their entire family, receive Holy Communion together, at least once a month and observe the Feast of the Holy Family with group Communion. Motto for the Crusade is "Family Union Through Communion."

Literature and more details can be obtained from: Mrs. Claire Rendich, Secretary, The Family Communion Crusade, Barre, Mass.

### Tour Poland and Russia

A tour under the leadership of Dr. Urban H. Fleege, chairman of the department of education, DePaul University, Chicago, will take anyone interested to Poland and Russia. Leave August 3, return August 31. It is the first tour under Catholic auspices to include Russia in its itinerary. Reservations and information may be obtained from the Catholic Travel Office, Dupont Circle Building, Washington 6, D. C.

### Demoralizing Media Studied

In a resolution sent to the mayor and governor, the New York High School Teacher's Association asked that a study be made to protect high school students from the demoralizing influences of books, magazines, motion pictures, and television programs.

The resolution asked that the Motion Picture Producers of America refrain from producing films that glorify leaders of the criminal underworld, display insensitivity to well-established moral standards, or depict weakness and inefficiency in law-enforcement agencies and government officials.

### New Speech, Hearing Clinic

Marquette University has recently named Duffey Hall, its newly relocated clinic for speech and hearing habilitation, in honor of the late William R. Duffey, first founder and director. A pioneer in the field, Professor Duffey established, at Marquette in 1922, the first speech department at a Catholic college or university. Professor Duffey was the author of *Problems in Speech Training*, *Public Speaking*, *Preaching Well*, and numerous other books. The center is believed to be the largest clinical

(Continued on page 59)



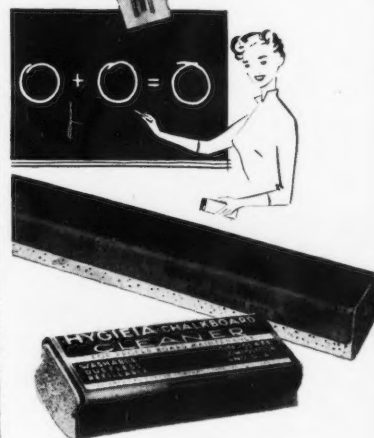
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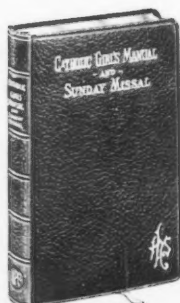
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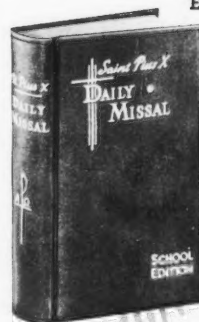
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## NEWS

(Continued from page 56)

operation of its kind in the country today. During the 1958-59 academic year, the center provided service to a record 1650 patients per week.

### International Friendship Club

Students in the United States elementary, junior and senior high schools can now correspond, in English, with other young people in many nations of the world through the efforts of the "Ambassadors of Friendship." The nonprofit organization (no dues, charges, or fees) matches lists from teachers in other countries with those sent them by teachers in U. S. schools. Requests by students for a penpal in a particular country is honored as far as possible. Write to Mrs. Frank B. Fisher, Secretary, Ambassadors of Friendship, 8333 N.W. Fifth Place, Miami 50, Fla. Lists should contain student's name, address, sex, and age.

### Apostolic Energy Untapped

Among the members of the grade set, apostolic energy is lying as idle as an unplugged juke box, stated Rev. Louis Putz, C.S.C., of the University of Notre Dame and Fides Press. In a recent address Father Putz put forth the belief that young people, particularly those of elementary school age, are ready for more responsibility than adults are willing to give them. "Once a young Christian is confirmed, he is ready for the apostolate," Father Putz said. "Baptism incorporates him into the Mystical Body; Confirmation makes him responsible for others. . . . We never know what they can do—until they're tried."

### Catholic Animal Welfare Group Formed

A group recently formed to spread the Church's teaching on the animal world is called The National Catholic Society for Animal Welfare. The society was inspired by the Catholic Study Circle for Animal Welfare of England which the late Pope Pius XII called "praiseworthy" when in June, 1958, he gave his apostolic blessing and "paternal interest." Additional information about the new organization may be obtained by writing to The National Catholic Society for Animal Welfare, 734 Fifteenth St., N.W., Washington 5, D. C.

### 'School of Choice' Grants

A new scholarship plan for college students in New Jersey permits students to attend schools of their own choice. It has been ruled that the state scholarship administration administering the program is within its rights in awarding full scholarships to eligible applicants although they are already enrolled in college. There had been a question in some circles of that state as to whether awards could be made this year because the funds available had been appropriated for a scholarship program since superseded. That program provided grants only to those choosing any of the state colleges.

### New Publication of Interest

A new publication, the *Lasallian Digest*, is being edited by Brother Robert of Mary, F.S.C., former Vatican radio announcer. The quarterly presents from all over the world the best that has been written about St. John Baptist De La Salle and his work

(Continued on page 60)



## A Brand New World for Johnny

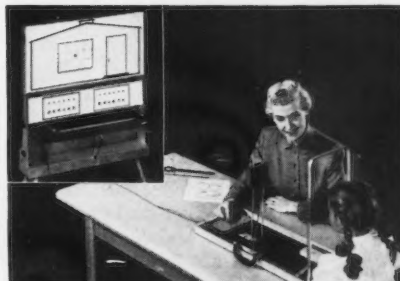
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## NEWS

(Continued from page 59)

as well as outstanding contributions to the fields of spirituality, psychology, and education by his spiritual sons, the Christian Brothers.

### Pennsylvania CCD Meets

Almost 3000 laymen and religious from dioceses in Pennsylvania attended the regional congress of the Confraternity of Christian Doctrine, held in Pittsburgh during the first week of November. The congress was held under the auspices of John Cardinal O'Hara and the Bishops of the CCD province of Philadelphia at the invitation of Pittsburgh's Bishop John J. Wright. Many of the ten bishops who at-

tended the congress presided at panel discussions. Topic for these discussions was ways in which CCD goals may be achieved by public school teachers, nuns and priests, high school and college students, and other divisions of the laity.

Three training classes for lay people were held with demonstrations by CCD experts on how to organize and conduct Confraternity work in the parish. Instructors from many states were present to advise the training classes. They provided instruction in such CCD work as teaching, leading religious discussions, helping educate parents in the Faith, helpers, and good will visiting of those interested in the Catholic religion.

Archbishop-Bishop John M. Gannon of Erie offered the concluding pontifical low Mass at which Bishop Wright preached.

Rev. John B. Maher, Pittsburgh diocesan director of the Confraternity of Christian Doctrine, was general chairman for the congress.

### CCD Graduates 237

Two hundred thirty-seven lay teachers have been graduated from the Amarillo (Texas) diocesan teacher-training courses sponsored by the Confraternity of Christian Doctrine. The courses were started in Amarillo in 1955 with a training course for 37 high school students. Teacher-training courses were then started throughout the diocese, with Our Lady of Victory Missionary Sisters taking the lead to organize centers. Ten courses were conducted by the Sisters and more than 100 members completed the 30 weeks' course for diocesan certificates. In 1958, 16 courses were conducted and another 100 lay persons completed the course. Currently, there are 19 courses being held and several more are being planned.

### Dates to Note

Jan. 2-31. March of Dimes sponsored by National Foundation, 120 Broadway, New York 5, N. Y.

Feb. 6-12. Boy Scout Week, 49th founding celebration, sponsored by Boy Scouts of America, New Brunswick, N. J.

Feb. 20-27. National Future Farmers of America Week, sponsored by the Agricultural Education Branch, Division of Vocational Education, United States Office of Education, Washington 25, D. C.

Feb. 21-27. Catholic Book Week, sponsored by the Catholic Library Association, Villanova University, Villanova, Pa. Theme of this year's observance is "Read to Know—Know to Love."

Feb. 21-28. Brotherhood Week, sponsored by National Conference of Christians and Jews, 43 W. 57th St., New York, N. Y.

### CONTESTS

Eastman Kodak Company announces the annual High School Photo Contest for parochial, private, or public school students in grades 9 through 12. Entries must be submitted before March 31. All inquiries should be directed to Miss E. M. Brearley, Supervisor, Kodak High School Photo Contest, Rochester 4, N. Y.

The first drapery design contest ever offered to art students in colleges and universities in the United States has been opened by Edwin Raphael Co., Inc., Holland, Mich. The contest, which offers \$1000 in prizes, ends on May 1.

### RELIGIOUS ORDERS

#### Benedictine Academy Post Filled

Rev. Colman Barry, O.S.B., professor of history at St. John's University, Collegeville, Minn., has been named secretary of the American Benedictine Academy. Father Barry, who has been an associate of the *American Benedictine Review*, will now edit the publication. His other duties in the new position will be to encourage scholarship among priests, nuns, and laymen teaching in American Benedictine abbeys, convents, and schools, and assist them in the publication of scholarly papers and books.

The executive offices of the academy were relocated, on January 1, from St. Mary's Abbey, Newark, N. J., to St. John's Abbey, Collegeville. The academy includes representatives of 30 abbeys and 50 convents in the United States.

#### CDP Sisters to Rome

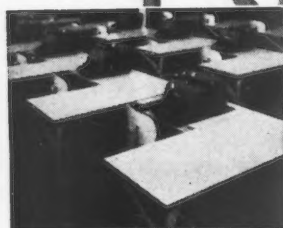
Mother Mary Kearns, C.D.P., provincial

(Continued on page 62)

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## NEWS

(Continued from page 60)

superior of the Sisters of Divine Providence, Allison Park, Pa., has been elected assistant to the mother general of the order. She will assume her duties at the order's generalate at Villa Mater Dei, Rome.

Mother Lucina, provincial of the St. Louis Province, was elected to the order's general council and will serve as general secretary.

### Franciscan Delegate Named

Rev. Theophane Kalinowski, O.F.M., provincial superior of the 460 Franciscan priests and Brothers of the Assumption

province (Wis.) has been appointed delegate general for the five Franciscan commissariat groups and two custodies in the United States.

### World-Wide Benedictine Leader

Very Rev. Leo M. Cornelli, O.S.B., has been elected international abbot general of the Sylvestrian Benedictine order. Abbot Leo was, until his election, United States superior. He will spend his six-year term of office in Rome. The mother house of the order is at Fabriano, Italy.

### REQUIESCANT IN PACE

● REV. ANTHONY F. BERENS, S.J., former regent at Marquette University, died on December 1 in Milwaukee. He was 74 and had been a member of the Jesuit order for 56 years. Father

Berens had been for many years a delegate to the annual convention of the Association of American Medical Colleges.

● SISTER M. ST. MAUREEN, B.V.M., an instructor at Mundelein College, Chicago, died on December 1 at the age of 60.

● BROTHER AMIAN ELRICK, former headmaster at La Salle Academy, Oakdale, L.I., N. Y., died on November 29 at the age of 59. He was a former president of the Rhode Island Interscholastic Principals Association, Association of Military Schools and Colleges, and head of the education department at Manhattan College, New York City, from 1935-42.

● SISTER BAPTISTE DUQUETTE, O.S.B., a member of the religious order of St. Benedict for 61 years, died in November at the College of St. Scholastica, Duluth, Minn.

● REV. HENRY C. AVERY, S.J., president of Ateneo de Manila, Society of Jesus University in Manila, from 1933-37, died at Loyola Seminary, Shrub Oak, N. Y., on November 25. He was 74. Father Avery was regent of the law school at Ateneo de Manila from 1937 until World War II, when he was interned in a Japanese prison camp.

● REV. GERALD DE BRUYN, M.H.M., a member of the original faculty at Nazareth Hall Seminary, St. Paul, Minn., died on October 20 at New Subiaco Abbey, Subiaco, Ark. He was 74 years of age.

● REV. PATRICK J. CARROLL, C.S.C., 84, vice-president of the University of Notre Dame, 1926-29, and former editor of *Ave Maria*, died on November 18. Father Carroll had also served as president of St. Edward's University, Austin, Texas, and Sacred Heart College, Watertown, Wis.

● MOTHER M. TERESA OF JESUS, prioress of the Discalced Carmelite Monastery at Barrington, R. I., died on November 18 at the age of 60.

● SISTER ANNA MARIAM STACK, R.S.M., died on November 3 at Stamford, Conn.

● REV. DANIEL F. P. SULLIVAN, assistant pastor and director of the Diocesan Convert League, New York City, died in November.

● SISTER M. ROSALBA SLATTERY, R.S.M., principal of St. Bernard's School, New York City, for 23 years, died in October. She has been a Sister of Charity for 57 years.

● REV. JOHN J. CURRAN, S.T.L., a member of the faculty at St. Charles Borromeo Seminary, Overbrook, Pa., died on November 7, he was 50.

● VERY REV. JUSTIN M. FIGAS, O.F.M.Conv., originator and conductor of Father Justin's Rosary hour which was carried on 72 radio stations, died on October 27. Father Justin was formerly provincial of the St. Anthony Province of his order and was also definitor general. The Rosary Hour, conducted continuously for 24 years, is now presented by Rev. Cornelius Dende, O.F.M.Conv.

● REV. PATRICK O'LEARY, 79, missionary and professor, died on November 8 at Don Bosco College, Newton, N. J.

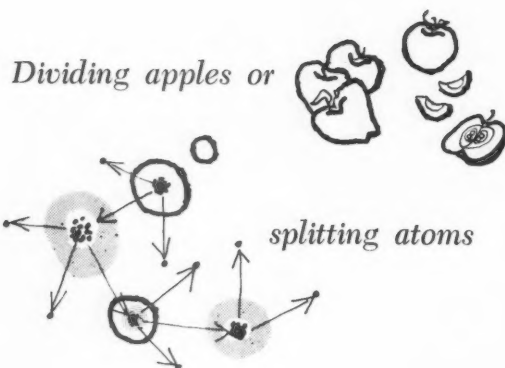
● BROTHER JAMES OF MARY, a Christian Brother for 52 years, died on November 22 in Chicago. He had taught in schools in Tennessee, Missouri, and Minnesota, as well as in Chicago.

● SISTER CATHERINE REGINA SULLIVAN, administrative assistant at the College of St. Elizabeth, Convent, N. J., died on November 14 at the age of 73.

● SISTER M. JOSEPHINE, third councilor-general of the Sisters of Charity of the Blessed Virgin Mary, died on November 13 at the mother house of her order in Dubuque, Iowa. She was 69 years of age. Sister Josephine had served as dean of Clarke College in Dubuque, president of Mundelein College, Chicago, provincial superior of Sacred Heart Province, Chicago, and director of schools for the Immaculate Conception Province, Davenport, Iowa.

● BROTHER MARTINIAN, former provincial superior of the Brothers of the Sacred Heart, died recently in Mobile, Ala., aged 74. He was the founder of Coindre Hall boarding school at Hunt-

(Concluded on page 64)



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## NEWS

(Concluded from page 62)

ington, L.I., and Msgr. McClancy High School, Queens, N. Y.

• **BROTHER JOHN AMBROSE KELLY**, 77, last of the four Christian Brothers of Ireland who came to the United States in 1906 to found the American province, died on October 27. He was provincial of the Christian Brothers of Ireland in this country from 1943 to 1947.

• **REV. WILLIAM C. HAVEY, C.S.C.**, associate professor of philosophy at the University of Notre Dame, died on December 9 at the age of 61. Father Havey was the first president of St. George's College, Santiago, Chile, serving there from 1942-46 and was previously president of St. Edward's University, Austin.

• **BISHOP JOHANNES BAPTIST DIETZ**, ordinary of the Diocese of Fulda, Germany, 1939-58, died on December 10 at the age of 80. In 1953, Bishop Dietz received the Distinguished Service Cross of the West German Republic for his resistance to the Nazis and his postwar reconstruction efforts. He was a leader in a protest against non-denominational elementary schools in post-World War II Fulda.

• **BROTHER ALBERTINUS**, former superior general of the Brothers of the Sacred Heart, died at St. Joseph's House of Studies, Metuchen, N. J., on December 11. He was 80 years old. Brother Albertinus was provincial of the United States Province, 1922-29 assistant to the superior general, 1931-37, and superior general from 1937 until 1952.

• **MOST REV. HUGH LAMB**, Vicar General of the Diocese of Greensburg, Pa., died on December 8 at the age of 69. Bishop Lamb was a professor at St. Charles Borromeo Seminary, Overbrook, Pa., from 1918 until 1921, and diocesan superintendent of schools in the diocese since 1923.

• **REV. BERTRAND L. CONWAY, C.S.P.**, author of *The Question Box* which was translated into five languages and printed more than four million copies, died on December 8 in New York. He was 87 years of age. Father Conway was credited by colleagues with having brought more than 6000 converts to the Faith. He was also the author of *Studies in Church History*, *The Virgin Birth*, articles for *The Catholic World* and other magazines, and translator of *The Inquisition* and the *Christian Family*.

## New Books

### The First Noel

Illustrated by Alice and Martin Provensen. Hard paper cover, 26 pp., \$1.95. Golden Press, Inc., New York 20, N. Y., 1959.

The Christmas Gospel is illustrated in bright colors with catchy figures. Although designed primarily for children, adults who are interested in contemporary art will find this interesting and appreciate the originality.

### The Meaning of Christmas

By A. M. Avril, O.P. Cloth, 160 pp., \$2.95. Fides Publishers, Notre Dame, Ind., 1957.

(Continued on page 65)

## GIRLS STUDENT Uniforms



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## NEW BOOKS

(Continued from page 64)

"A series of reflections on the Christmas cycle of the liturgical year." The book offers meditation on biblical themes from the First Sunday of Advent until the Sixth Sunday after Epiphany. A deep spiritual, instead of material, preparation for Christmas. The commentaries were originally delivered in the course of a Mass broadcast in France.

### Christian Child's Stories

A series of very simple educational stories for children from three years of age and up. They are illustrated in color and bound in cardboard, 50 cents each. The Bruce Publishing Co., Milwaukee 1, Wis., 1959.

New books in this series are: *Jesus Tells Me*, by Mary Dick; *My Marybook*, by Sister Maryanna, O.P.; *Little Joseph, Son of David*, by Sister M. Magdela, S.N.D.; *Sunday Best*, by Norah Smaridge; *The Story of Santa Claus*, by Julian J. Reiss; *A Child's Day*, by Maria M. Di Valentin.

### Saints for Boys and Girls

By Catherine and Robb Beebe. Cloth, 157 pp., illustrated, \$3.50. The Bruce Publishing Co., Milwaukee 1, Wis.

The first of these 24 saints is St. Anne, and the last is her daughter, our blessed Mother Mary. They represent various walks of life and patrons and patronesses of various vocations.

### Handing on the Faith

By Josef Andreas Jungmann, S.J. Cloth, 445 pp., \$6.50. Herder & Herder, New York 36, N. Y.

This book is a manual of catechetics and a mine of information and help for the practical teaching of religion as a way of life. The opening chapter is a brief history of catechetics in the early centuries and down through the middle ages to the nineteenth century. A chapter is devoted to the characteristics of the successful catechist with emphasis on the layman. The psychological status of the child at the various stages of childhood and youth is briefly discussed. The task of the catechist is presented at length and special chapters are devoted to the teaching plan or curriculum, the general method, special methods and devices, and the immediate special objectives and problems at the various age levels and points of religious development. The appendices include interesting facts about kerygmatic theology, the history of the Apostles Creed, and the recent developments in the teaching of religion in England. A similar statement on American conditions and problems, and a rather complete presentation of the American contributions to curricula and methods would make the book more valuable to American readers.

### Liturgy and the Religious Life

By Rev. Louis Bouyer, Cong. Orat. Paper, 30 pp. Pio Decimo Press, Box 53, Baden Station, St. Louis 15, Mo.

An address to religious, seeking to clarify (in a combination of philosophical, theological, and simple terms) the part of the liturgy to be played by all—even lay people—and especially by all religious—not just those whose official or principal duties include the public recitation or singing of the Divine Office.

(Concluded on page 66)



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## NEW BOOKS

(Concluded from page 65)

### All For Jesus

By Sister Agnes Therese, I.H.M. Follett Publishing Co., 1000 W. Washington, Chicago, Ill., 1958.

"Tell me a story," is the yearning in the heart of every little five-year-old child. In *All For Jesus*, a book of religion lessons written for little children, the child finds this yearning satisfied, for every lesson is told in story form. The beautifully composed lessons are prepared so carefully that parents as well as teachers can use them profitably and lead their little ones to know, love, and serve God and to do

"All For Jesus." For young and inexperienced teachers it will be an invaluable aid and guide because Sister Agnes Therese, I.H.M., not only tells us *what* to do but *how* to do it. She fires the child's imagination with ways and means of doing things for Jesus. In accordance with the wish of our late Holy Father, chant is introduced simply and is a part of every lesson. Besides the objectives, stimulation, procedure, and conclusion in each lesson, Sister has a practice for the child to perform. *All For Jesus* is rich in content material and shows that the author has a delightful, stimulating, and understanding way with little children. *All For Jesus* is a MUST in every home and school.

The purpose of the book is made beautifully clear by Sister Agnes Therese when she states in the Introduction to *All For*

*Jesus*, "It is my hope and prayer that these lessons may be a means by which teachers and parents may lead their children to imitate Him Who is 'our Way, our Truth, and our Life' and to give 'All For Jesus'."—SISTER M. ANNE FRANCINE, B.V.M. Our Lady of Lourdes Kindergarten, Chicago 40, Ill.

### A Guide to American Catholic History

By John Tracy Ellis. Paper, 157 pp., \$2.50. The Bruce Publishing Co., Milwaukee 1, Wis., 1959.

The author, who is professor of church history in the Catholic University of America, has, as a result of much research, compiled a reliable, classified guide to presently available sources for the study of American Catholic history—describing and evaluating individual listings. He has eliminated from the present collection the sources of general American history included in his former book published in 1947. As he says, all of these are readily available in other guides. The *Guide* is supplied with a good general index.

### Facts About the Presidents

By Joseph M. Kane. Cloth, 348 pp., \$6. The H. W. Wilson Co., New York 52, N. Y.

This book is a compilation of biographical data on the presidents, from George Washington to Dwight Eisenhower. It is factual, condensed to the minimum, and inclusive concerning all the important acts of the presidents during their incumbencies. There is a vast amount of supplementary information concerning the political parties and the public men and women who were in any way connected with the presidents. Part II of the book includes comparative data and a vast amount of information for quick reference. An ideal library reference for high schools.

### Teacher's Guide for Remedial Reading

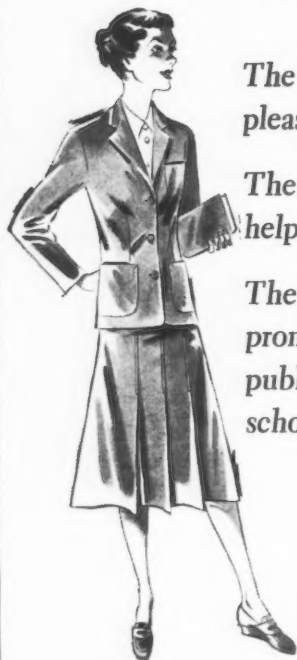
By William Kottmeyer. Cloth, 272 pp., \$4. Webster Publishing Co., St. Louis 26, Mo., 1959.

The author of this *Guide*, Dr. Kottmeyer, is well known to teachers in both public and Catholic schools for his leadership in education—especially in primary education and as a specialist in reading. He is assistant superintendent of the St. Louis public schools and has been a director of the nationally prominent St. Louis Reading Clinics. His *Handbook for Remedial Reading*, which appeared about ten years ago, has been used quite widely. The new *Teacher's Guide* is an entirely new book with the latest understanding and application of the problems of teaching reading.

*Teacher's Guide for Remedial Reading* is a discussion of reading problems for the ordinary teacher. Chapter one lays a foundation by a brief discussion of various methods of teaching reading, stating their advantages and disadvantages and suggesting features useful in remedial reading. This reviewer is glad to note the author's recognition of some of the advantages of "single letter phonics"—which system he says is "currently in disrepute."

The book is intended to help the teacher to make her own diagnosis of each child's disability using modern methods of testing which do not require an elaborately equipped laboratory. It will be helpful to any intelligent teacher and will be especially valuable to the superintendent and the experts who are planning an efficient reading clinic.

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Available in the same fine materials as used in the Blazers and in matching or contrasting colors. On skirt style 71SK, the front pleating arrangement is repeated in the back. Skirt style 73SK has a single pleat in the back. Other skirt styles are available. We invite your inquiry concerning your specific wishes as to a skirt style and material.

#### THE BLOUSES

Snowwhite blouses are made from combed and mercerized cottons and from quick-drying, easy-to-care for synthetics in white and colors. Snowwhite blouses are generously long which keeps them "tucked in."

Complete information including a catalog, swatches of materials, price list and sample garments available to school officials on request. Before you place your next order, learn what Snowwhite has to offer in the way of product and services.

**SNOWWHITE GARMENT MFG. CO.**

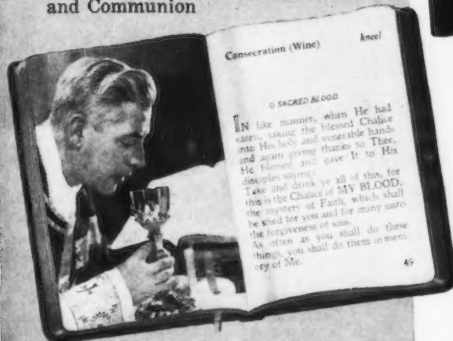
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# THE MARIAN CHILDREN'S MISSAL *by* SISTER MARY THEOLA, S.S.N.D.

**The Outstanding  
FIRST MISSAL  
For Young Catholics**

- Extra large print in black and red
- Silk bookmark
- Additional prayers for Confession and Communion



Featuring 35 full page Mass pictures  
in MAGNIFICENT COLORED  
KODACHROME



No. 1515/190



No. 1515/788



No. 1515/132



No. 1515/718

## Beautiful Bindings For First Holy Communion

		Retail	Religious
No. 1515/190	Black leatherette, round corners.....	1.00	0.80
No. 1515/192	White leatherette, round corners.....	1.00	0.80
No. 1515/132	Black simulated leather, recessed cross..	2.00	1.60
No. 1515/788	White celluloid, recessed cross.....	2.00	1.60
No. 1515/343	Black imitation leather, inlaid pearl cross	2.50	2.00
No. 1515/774	White celluloid, inlaid pearl cross.....	2.50	2.00
No. 1515/718	White pearl, inlaid pearl cross.....	3.50	2.80
No. 1515/719	Black pearl, inlaid pearl cross.....	3.50	2.80
No. 1515/658	Black genuine leather, padded, inlaid pearl cross.....	4.75	3.80
No. 1515/733	Deluxe white pearl, inlaid pearl cross....	4.75	3.80
No. 1515/734	Deluxe black pearl, inlaid pearl cross....	4.75	3.80

REGINA PRESS, 164 Duane St., New York 13 • At All Catholic Dealers • Write for Name of Nearest Distributor

## Newest on the classroom scene!



**QUADRALINE**  
by american desk



A complete line of school furniture in future tense! You'll notice a marked improvement in working conditions with a unit like the "Jr. Exec" shown with Series 500 Chair. A counterpart of adult working facilities, it's generous with work space—economical with space requirements! A rugged, well-balanced unit... easily adapted to changing class needs. Permits grouping, side-by-side or staggered seating arrangements.

For Competent Assistance, Complete Details, Ask Your State AD Representative

american desk manufacturing co. temple, texas



a  
complete  
line

*"The Quality Kind"*  
of Library Furniture



60 Tray  
Polished Hard Maple  
Card Catalog

For 76 years "The Quality Kind" has identified Buckstaff design, construction and quality.

Now with the dignity, durability, and lasting beauty of hard maple—Buckstaff has created a *Complete Line of Library Furniture* that includes shelves, display cases, charging desks, cabinets, yes—and even library lounge and office furniture.

Flexible, for the smallest or largest requirements. Beautiful in either autumn or natural maple with matching Resilyte Mar-Proof Plastic, Wood Veneer or Linoleum tops. For literature on the complete line of Library, Cafeteria and Classroom furniture, contact your nearest Buckstaff Representative or write...

**BUCKSTAFF COMPANY** SINCE 1882  
OSHKOSH, WISCONSIN

## New Supplies

### GRADE SCHOOL DECORATIONS

Attractive porcelainized Calcore panels, made by Caloric Appliance Corp., Tipton, Pa., decorate the outer walls of Children's Reception Center in Philadelphia. The



Porcelainized Panels

panels, executed by artist Jean Francksen, portray gay, colorful figures of fish, birds, and a running child. Tushe and glue stencils were used to present the softness of the design. Similar designs could decorate an elementary school. Calcore panels are composed of a porcelain face, cement asbestos board, and armalite core with a cement asbestos board backing. Send for more information on curtain walls.

(For Further Details Circle Index Code 01)

### PREFAB SMOKE SCREENS

Smoke screens to enclose stairwells in schools are available from Aetna Steel Products Corp., manufacturers of the Aetnapak line of hollow metal doors, door frames, and components for borrowed lights and smoke screens. The 70-ft. long smoke screen pictured has been installed in a New England junior high school. The units, including hardware, are from Aetnapak standard components which are ap-



Approved Fire Rating

proved by Underwriter's Laboratories to meet school fire-control regulations. This long smoke screen requires no special engineering, drawings, or custom production. Shipped in frame sections, units are rapidly installed with a minimum of debris. For full information write to the manufacturer, Aetna Steel Products Corp., New York 19, N. Y.

(For Further Details Circle Index Code 02)

### OFFICIAL PORTRAIT OF POPE

An official commemorative portrait of His Holiness Pope John XXIII is now available to churches, convents, schools, and other institutions in America. The 31 x 37 in. picture was painted by Bernard Godwin for the October, 1959, centennial observance of the North American College in Rome. An ecclesiastical frame of antique



Reproduced in True Color

gold and blue is included in the \$50.00 purchase price. The portrait is reproduced by the Heilochrome process which duplicates true color, has the appearance of canvas, and is finished with a durable protecting varnish. Midwestern distributor is Molloy & Associates, Chicago 54, Ill.

(For Further Details Circle Index Code 03)

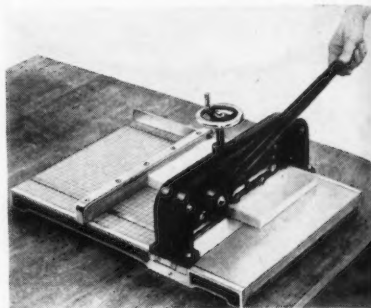
### BIBLE TEACHING AIDS

Flannelgraphs for religious instruction are inexpensive teaching aids from Ave-Audio Visual Education, Detroit 27, Mich. The Pict-O-Graph sets of scenes from the New Testament need only to be cut out and pressed on a flannelboard. Six sets on the life of Christ are available: Birth and Boyhood of Christ, 12 scenes; Crucifixion and Resurrection, 10 scenes; Fisher of Men, 11 scenes; Great Physician, 10 scenes; Forgiving Christ, 11 scenes; and Parables, 20 scenes. Other sets are: Peter and John, 12 scenes; and two sets on the Life of Paul. The storytelling aids are printed in color on suedeback paper that adheres snugly to flannelboards. Each set, except Parables which is double size, contains six 11 by 14-in. sheets of large-size, figures to illustrate 10 or more scenes. Shipped ready to cut out, no pasting or coloring needed, with a manual of instructions. The company also offers a "52 set" of Bible picture charts. Send for illustrated catalog sheets.

(For Further Details Circle Index Code 04)

### PAPER TRIMMER

The Douglas Homs Co., San Francisco 11, offers Model 14, a table-top guillotine paper cutter designed for schools, print shops and office needs. Featured advantages of the new cutter are: pull-out safety



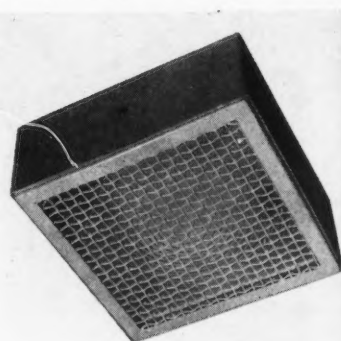
Has Safety Features

device, heavy-duty paper press, full-width adjustable back guide and full length side guide, ruled table and two ruled metal inserts for quickly inserting paper to desired cutting length. Model 14 has a capacity of about 300, 14½ in. wide sheets. All components of the cutter are made of cast iron or steel, finished in grey enamel or heavy nickel plating. Cutter platform is of hardwood. The complete cutter weighs 56 lb., and is easily transported. For further details, write to the manufacturer.

(For Further Details Circle Index Code 05)

### TAMPER-PROOF LIGHT FIXTURES

A tamper-proof, vandal-proof lighting fixture for public buildings has been developed by the Delta Div., Light & Power Utilities Corp., Memphis, Tenn. It accommodates up to two watt A lamps in its double, 14 gauge steel housing. Steel mesh



Mesh Welded to Casing

welded to the outer casing protects the lens from vandalism. Spanner-head screws, requiring a special screw driver for access to lamps, prevent thefts. Other safety features include a shock-absorbing foam rubber gasket for the lens, Fiberglass installation between fixture and ceiling, and

(Continued on page 70)

**CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION**





## PAPAL, U.S. and SCHOOL FLAGS

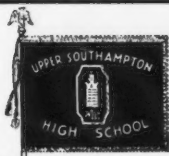
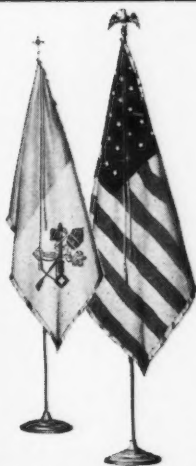
For best value, finest quality materials and workmanship, specify flags and banners in these fabrics exclusive with DETTRA.

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**BULLDOG BUNTING**—exceeds Govt. specifications  
**DURA-LITE NYLON (Outdoors)**—outwears all others

Flags in stock or made to order, individually or complete outfit including pole, ornaments, fringe, tassels, stand.

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for more than 50 years.

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**Munro & Wilson.** A truly practical geometry text which utilizes methods and features of proved effectiveness. Abundant exercise materials cover every phase of the course. Color is used effectively throughout to focus attention on essentials. Teacher's Key available. **Net school price: 85¢**

### ► This Is Communism

**Weingast.** Foreword by E. F. Kennelly, Superintendent of Schools, Newark, N. J. An authentic insight into Communist theory and practice. Covers the economic organization of the Soviet world, psychological aspects, political expansion, and the Communist conspiracy in the United States and throughout the world. **Net school price: 75¢**

### ► Getting to Know France

**Cadoux.** A lively survey of French culture, history, geography, industry, and government, including a clear description of the Fifth Republic. The text is supplemented by many photographs, maps, and charts.

**Net school price: 75¢; cloth \$1.44**

### ► Succeeding in College Entrance Tests

**Orgel, Freilich, Berman.** Designed to help students perform with maximum success on all phases of the College Entrance Tests, including the Scholastic Aptitude Test. Provided is a "Review of English" and a "Review of Mathematics," with an abundance of complete specimen tests in both fields. The Achievement Tests cover all the important subject fields, with answers for all questions. **Net school price: \$1.50**

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Over 25 Years  
Creative designers and  
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# School Uniforms

*Fine Craftsmanship  
Quality Fabrics  
Correctly Sized  
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*Color!*

Now available  
in various  
distinctive colors  
of your choice.

Our knowledge and experience of your requirements and our willingness and ability to assume them — are, we believe, the reason so many schools consistently order **ATTRACTIVE FROCKS** uniforms.

**WRITE TODAY FOR FREE CATALOG,** complete information and prices of jumpers, skirts, blouses, hats, etc.

Samples available on request.

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**NOW IN THOUSANDS  
OF CLASSROOMS!**



**AVR  
RATEOMETER**

**Tops the list of America's  
Reading Learning Aids because  
of its proven performance**

**BEST...  
because it has  
passed the  
classroom test**

**AT A  
COST AS LOW  
AS 37¢  
PER PUPIL\***

**IT'S VERSATILE...** fits into any reading improvement program.

**IT'S ACCURATE...** Lifetime electric motor provides clock accuracy, trouble-free service.

**STUDENT CENTERED...** requires minimum assistance. Students master its use in minutes.

**EASY ON BUDGET\***... Actual classroom experience over a 5-year period shows that costs run as low as 37¢ per pupil.

**Teachers say:** "Pupils love working with them" ... "best of its type" ... "more convenient" ... "so quiet" ... "flexible and adaptable" ... "rate increase 70 to 300%."

Complete with manual, carry-case, \$35  
5 to 9 units, ea. \$31.50 • 10 or more, ea. \$29.75

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**SIMPLE! EFFECTIVE! DURABLE!**



The tempos and arrangements of Russell Records were designed to fill every classroom need. They have a **DEFINITE, UNCLUTTERED, EASY-TO-FOLLOW BEAT!** Instructions printed on record sleeve. 10" 78 rpm records of break-resistant plastic. Regular price \$1.59 ea.

#### JANUARY SPECIAL 4 for \$5.00

#704 Pop Goes The Weasel — To Market, To Market, To Buy A Fat Pig — Old King Cole — Little Gray Ponies — Rock-A-Bye, Baby — Ride A Cock-Horse — Peter, Peter, Pumpkin Eater — Twinkle, Twinkle, Little Star.

#705 This Old Man — Lazy Mary — Little Polly Flinders — See Saw Margery Daw — One, Two Buckle My Shoe — Oh Dear! What Can The Matter Be?

#708 Cotton-Eyed Joe — La Raspa.

#709 Indian War Dance — Paw Paw Patch — Hansel and Gretel.

**ORDER NOW!** Send cash, check or M.O. Special void after 1/31/60. Dept. J-1



1403 Callens Road, P.O. Box 328, Ventura, Calif.

## New Supplies

(Continued from page 68)

safety chain to hold outer steel casing to inner housing for re-lamping. All component parts are phosphate-coated for rust prevention and better adhesion of white, baked synthetic finish. Other colors are available.

(For Further Details Circle Index Code 06)

## LANGUAGE LAB CONTROLS

A Master Control Console by Califone Corp., Hollywood 38, Calif., includes tape recording and playback equipment and switches that permit the language teacher to listen to or privately converse with any student in the laboratory, to record individual student activities, or to supply any desired master program. Solidly constructed



Convenient Control Panels

with sloping panels and folding doors that can be locked, the units have removable back panels for equipment servicing. Each module may accommodate as many as three recorders or playbacks with necessary switches and amplifiers for up to 40 students. The low modern design permits the teacher to view the class while seated behind the console. The tamperproof cabinets can be finished to match the classroom decor. Send for more details.

(For Further Details Circle Index Code 07)

## EXERCISE STAND FOR CHILDREN AND ADULTS

A minimum of space can become a recreation area with the new Stamm's Gym, a product of Jarke Mfg. Co., Chicago 48, Ill. Designed for indoor or out-



Will Not Tip or Skid

of-door use, the exerciser is constructed of lightweight steel tubing with a wide leg

# Limited Budget?

This is the  
sound system  
for your school



EC Console

The new **BOGEN SERIES EC CONSOLE**, gives your school basic, *economical* centralized sound control: receives and distributes radio programs, student-acted plays, recordings and spoken messages to 75 rooms, individually or at once. Provides versatility you'd expect to find only in consoles costing much more. Best of all, when you specify **BOGEN**, you're assured of quality and reliability—that only sound *specialists*, with over 25 years of experience, can supply. Give your school an educational and safety advantage it can't afford to be without. Write today for free literature on the new **BOGEN EC CONSOLE** and other school sound systems.

**BOGEN-PRESTO CO.**  
Paramus, N.J., Dept. C.J-1  
A Division of the Siegler Corporation

Please send me free literature on the EC Console.

Name \_\_\_\_\_

School \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Zone \_\_\_\_\_ State \_\_\_\_\_

construction that prevents tipping or skidding on any surface. It is strong enough to support two adults and has a three-way size adjustment to serve both children and adults. The gym folds to 42 by 84 by 4 inches. An illustrated brochure from the manufacturer describes many exercises possible for beginners, men and boys, and women and girls.

(For Further Details Circle Index Code 08)

## DECORATIVE FLOODLIGHTS

Completely weatherproof outdoor flood lights to be used on ceiling, wall, surface or custom mounting are made by Stonco Electric Products Co., Kenilworth, N. J.



Indoor and Outdoor Use

The decorative lights are available in three bullet-shapes to accommodate up to 300-watt lamps. They can be mounted singly or in clusters. They are offered in a wide range of colors and finishes, including weatherproof satin finishes. They are made of corrosion-proof, die-cast aluminum with built-in aiming quadrants for easy, accurate pre-focusing. A compact, clip-on kit provides color effects for display, festive, or holiday lighting. All fixtures are fully UL-approved and CSA-approved for outdoor service.

(For Further Details Circle Index Code 09)

## COOKER-MIXER KETTLE

A line of versatile "cooker-mixer" steam kettles designed to speed mass feeding and volume preparation of foods is offered in standard 40, 60, and 80 gallon capacities by Groen Mfg. Co., Chicago. The Groen Model DTA-2 Cooker-Mixer kettle has a double agitator for slow or fast mixing; when agitators are not used the kettle may be operated as a conventional or tilting steam cooker. Agitators, easily removable for fast cleaning, feature a special spring lift design that swings the agitator unit out of the way when the kettle is used as a cooker. Women operators have no difficulty tilting the unit. A safety cutout switch prevents rotation of agitators when unit is in a tilt-out position. The unit saves costs on time and labor in the production of mashed vegetables, chili, stews, creamed dishes, puddings, etc. Send for specifications.

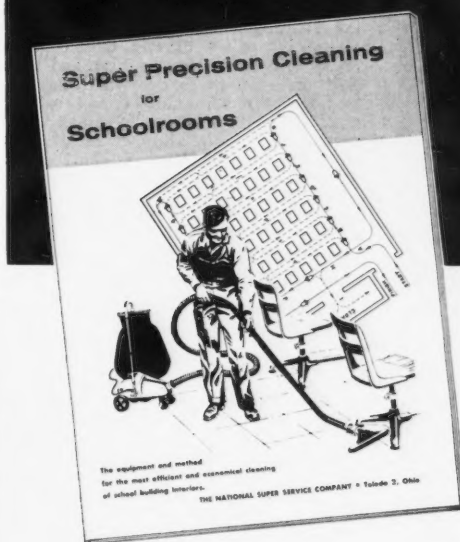
(For Further Details Circle Index Code 010)

(Continued on page 72)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

## How to clean a schoolroom in

# 7 minutes!



Super has developed a specialized cleaner and a plan for using it that enables you to keep a schoolroom really clean at low cost.

Tested in a 30' x 40' room with 42 desks, 2 coat rooms and the usual equipment, the Super Precision Cleaning Method for cleaning schoolrooms and a Super Model M suction cleaner did the job thoroughly in seven minutes flat.

Write for this new brochure "Super Precision Cleaning for Schoolrooms". Learn how to use a specialized schoolroom cleaner to cut time and cost of room cleaning and to assure absolute removal of germ laden dust and dirt.

The Super Model M is specially designed for schoolroom cleaning. It gets around where other heavy duty cleaners can't go.

Super distributors all over America will gladly demonstrate the cleaner and the plan.

## USE THIS COUPON

Please send copy of "Super Precision Cleaning for Schoolrooms" and Super Model M Catalog.

Name \_\_\_\_\_ Title \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_



SALES AND SERVICE  
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IN CANADA: Plant Maintenance  
Equipment Company TORONTO  
MONTREAL • VANCOUVER



"Once Over Does It"  
**SUPER SUCTION SERVICE®**  
Power Suction Cleaners • Quality Floor Machines  
SINCE 1911  
"THE DRAFT HORSE OF POWER CLEANING MACHINES"

THE NATIONAL SUPER SERVICE COMPANY

1957 N. 13th St., Toledo 2, Ohio



## TWO STORAGE CABINETS

Two cabinets with swinging doors that open for full accessibility are made by Borroughs Mfg. Co., Kalamazoo, Mich., a subsidiary of American Metal Products



Adjustable Shelves

Co. The new cabinets measure 36 in. wide by 21 in. deep, and available either 42 in. or 78 in. high. The doors have a single heavy-duty handle, with lock. Shelves adjust without tools, nuts, or bolts, on two inch centers. The 78 in. unit is available in three models—storage, combination, and wardrobe. The 42 in. unit is counter-high so the top provides extra working space. Write for more descriptive literature.

(For Further Details Circle Index Code 011)

## GLASS TINTING APPLICATION

A new glass tinting product, a liquid plastic developed and manufactured by Du Pont, is offered as a sun control meas-

ure for all kinds of buildings. Sun-X Glass Tinting provides the convenience of factory-tinted glass at a fraction of the cost. It is especially recommended when renovation, remodeling and air-conditioning is contemplated. The unique liquid plastic is applied directly to the inside of windows to reduce fade, heat, and glare. Tests have shown that it will reduce the heat load through windows up to 82 per cent, and cut the ultra-violet rays which produce fading by as much as 99.5 per cent. Glare is cut down as much as 91 per cent. After the glass is tinted, the window can be washed in the same manner as before. The international distributor for the new product is American Glass Tinting Corp., Houston 5, Tex.

(For Further Details Circle Index Code 012)

## INDUSTRIAL ARTS SAW

A new 14-in. tilting arbor circular saw, designed for heavy-duty industrial use, is an excellent training saw for vocational schools, according to the manufacturers, Delta Power Tool division of Rockwell Mfg. Co., Pittsburgh 8, Pa. The big 5-in. depth of cut enables the operator to cut 3½ in. stock at a 45 degree tilt. It is designed for use with a 3 or 5 hp. Delta motor. Features of the saw are: extra heavy trunnions supporting the entire saw carriage; jam-proof operation; a four V-belt drive assuring constant and even power transmission; a blade guard with independently operating side pieces; a full 17 in. of table in front of blade at maximum blade height; double T-slots to hold the massive mitre gauge securely; and a large 48 by 38¾ in. table. Send for full details.

(For Further Details Circle Index Code 013)

## RADIANT HEATED FLOORS

Radiantly heated floors have functioned effectively for 12 years at Cole School, Cheyenne, Wyo., keeping students toasty

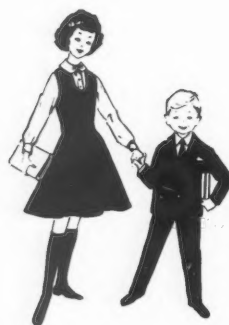


Pipes Buried in Concrete

warm, even on cold, damp days. The heating system, made by A. M. Byers Co., Pittsburgh, consists of 1¼ in. dia., corrosion resistant, wrought iron pipe spaced on 12 in. centers and buried in concrete flooring. Hot water, circulated through the pipe coils, heats the floor. A 2-in. concrete slab, tapped with terrazzo, separates children from the heating coils. This type of heating eliminates hot or cold spots and assures a pleasant, even temperature. According to the designer, the cost of the radiant heating is about 16 per cent less than steam in a comparable building.

(For Further Details Circle Index Code 014)

UNIFORMS  
BLOUSES  
SKIRTS  
BLAZERS  
BEANIES  
VEILS  
TIES  
SOCKS  
SWEATERS  
EMBLEMS



**B. D. ROSE School Fashions**  
are number **1** in their class

A grand new group of good school classics—all beautifully tailored, finely detailed and modestly priced. Our selection includes only the best in all apparel for boys and girls.

**Example: Poplin or knit ties, all colors, only 33c Automatic wash 'n wear blouses, short or long sleeves, 1.55 & 1.90 Gabardine jumpers, from 3.80**

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Parochial School Suppliers

**B. D. ROSE & COMPANY**

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## WATER COLOR BRUSHES

## SERIES 133 "ALBANY"

A fine brush at moderate price made of selected Pure Red Sable Hair with the craftsmanship that assures long-lasting quality. Available in sizes 00 through 12.



the world-wide standard of IMPORTED quality that YOU can afford!



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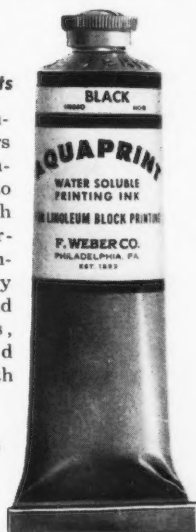
# FOR BETTER BLOCK PRINTING



## AQUAPRINT (water-soluble) INKS

Made with  
genuine  
Artists' Pigments

The bright, concentrated colors of Weber Aquaprint Inks dry to a satin-smooth finish. Water-soluble and non-staining, they may be washed from hands, clothing, and implements with water.



IN 4 x 1" TUBES

Weber Aquaprint Inks are available  
in the following colors:

Red	Yellow
Purple	Brown
Orange	Green
Turquoise	White
(Light Blue)	Black
Magenta	Dark Blue

Secondary hues obtainable by blending colors.



## WHITE SURFACE LINOLEUM BLOCKS

Highest quality linoleum mounted on 5-ply wood block with a white surface as easy to draw on as paper. In all popular sizes from 2x3" to 9x12".

**F. WEBER CO.**

Manufacturing Artists' Colormen Since 1853

PHILADELPHIA 23, PA.  
ST. LOUIS 1, MO.

## PLUMBING REPAIR KIT

A kit of assorted repair parts specifically designed for servicing American Radiator-Standard Sanitary Corp's series R and B faucets is offered by the J. A. Sexauer



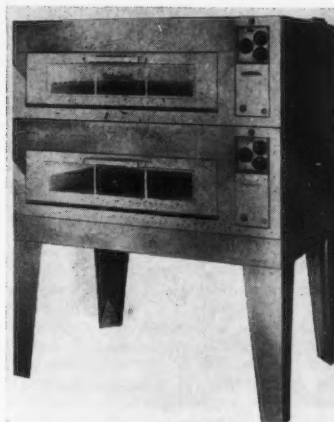
Parts Indexed on Cover

Mfg. Co., New York City. Called the Sexauer Handy Andy No. 28 Assortment, this compact kit provides a variety of essential small repair parts to the job. No. 28 consists of 16 types and sizes of repair parts, 421 items in all, packaged in a sturdy metal carrying case divided into compartments. The inside cover contains an index of the contents.

(For Further Details Circle Index Code 015)

## OVEN DOOR WINDOWS

Hotpoint, Commercial Equipment department, Chicago Heights, Ill., announces full oven door windows and interior deck lighting as standard equipment on all two- and four-pan oven models. These windows permit full viewing of the oven interior during the baking cycle without opening the door. Constructed of heat-treated, shock-proof glass, the window panes are



Lighted Interior

double mounted and sealed to preserve a high degree of thermal insulation and prevent discoloration or steaming of glass. Because of the sturdy mounting, the door can still be used as a loading platform. A light built into the oven wall is controlled by a switch on the main panel.

(For Further Details Circle Index Code 016)

(Continued on page 74)

CORRESPONDING CODE INDEX NUMBERS  
TO BE ENCIRCLED CAN BE FOUND ON THE  
CARDS IN THE READER'S SERVICE SECTION



## "It's Wonderful Being a Girl"

New color film on menstrual  
hygiene... free from Modess®

Here is one of the most sensitive, informative motion pictures ever made, to give young girls a healthy understanding of the physical and emotional changes that occur in growing up.

"It's Wonderful Being a Girl" is produced in beautiful color. You'll find its imaginative action shots and natural dialogue make discussions easier and more meaningful.

Designed for girls 11 years of age and older, this new 16 mm. sound film runs 20 minutes. Won't you arrange today to see it on free loan?

Complete educational program free!  
Just check the materials you want.

Director of Education  
Personal Products Corporation  
Box 6090-1, Milltown, N. J.

Please send me free:

\_\_\_\_ New 16 mm. color movie, "It's Wonderful Being a Girl," on free loan. Allow 6 weeks for delivery.

Date \_\_\_\_\_ Alternate Date \_\_\_\_\_

\_\_\_\_ Copies of booklet, "Growing Up and Liking It," written for girls beginning to menstruate. To supplement class discussions. Quantity copies available.

\_\_\_\_ Copies of "How Shall I Tell My Daughter," booklet for mothers.

\_\_\_\_ One "Educational Portfolio on Menstrual Hygiene." This includes above booklets, anatomical wall chart, complete Teaching Guide written by McGraw-Hill.

Name \_\_\_\_\_

School \_\_\_\_\_

Course \_\_\_\_\_

School Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_

(OFFER GOOD ONLY IN U.S.A. AND CANADA)



## Robes for Confirmation

MOORE Confirmation Robes save money for each family by removing need for new clothing. Since all appear appropriately alike, no youngster "out-fashions" another. No family feels embarrassed.

White, flowing Robes with Scarlet collars and beanies for girls. Scarlet Robes and ties for boys.

MOORE Rental Service is quick, efficient and available on short notice. Write for all details and Catalog CC35.

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Los Angeles 26, Calif.

1605 Boylston Ave. Seattle 22, Wash.  
Also makers of Choral Robes, Gym Suits  
for Girls and Graduation Caps and Gowns

## New Supplies

(Continued from page 73)

### BOOSTER HEATER PUMP FOR SCHOOL BUSES

An auxiliary water pump for installation in the heating system of school buses is available from Bergstrom Mfg. Co., Rockford, Ill., manufacturers of bus heaters. When properly installed heaters of ample capacity fail to deliver sufficient heat, it is usually due to poor water circulation. The Bergstrom Auxiliary Pump restores heater efficiency by providing full pressure for a continuous, even flow of water at a rate of 6 gallons per minute. This pump is compact and lightweight, only 7½ in. long. Designed for simple, easy installation, it can be located at any convenient point in the water line. The pump body is of aluminum. Send for information and installation data.

(For Further Details Circle Index Code 017)

### CLASSROOM SINK

The new stainless steel, classroom sink from Jensen-Thorsen Corp., Addison, Ill., is made in single and double bowl models.



Available in Two Sizes

The sturdy fixture is designed primarily for kindergarten and elementary grades. Rounded sink contours prevent soil and bacteria from collecting. Maintenance requires only soap and water in most cases. Two sizes are available, 18 by 24 inches and 32 by 31 inches. Send for full information.

(For Further Details Circle Index Code 018)

### PORTABLE RECORDER

The Dictaphone Interview Recording System, manufactured by Dictaphone Corp., New York 17, N. Y., can operate on any one of four sources of power, including a built-in rechargeable battery. Known as the DIRS, it can be operated for 6 hours with the built-in battery, or plugged into the cigarette lighter socket of a car, a 110 volt wall socket, or an auxiliary power pack for emergency use. It weighs 10 lb. and is completely portable. The DIRS can be used for interviews to provide a complete, accurate record of the spoken words and voice inflections. Misquotations are eliminated and more interviews can be completed in less time. It takes 5-11 min. for an electrically recorded interview, as compared to 30-45 min. for the hand recorded interview. The new machine uses a plastic Dictabelt, which both records a full 15-min. interview and reproduces in high fidelity. For more information, write to the manufacturer.

(For Further Details Circle Index Code 019)

## BOYS & GIRLS Catholic School

# UNIFORMS

JUMPERS, CAPS,  
TIES, BLOUSES,  
JACKETS,  
SHIRTS, SLACKS,  
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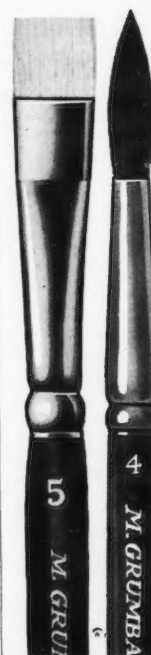
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Quality  
at the right prices

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New York 1, N. Y.





## FILMSTRIP PROJECTOR

A new lightweight 35mm. filmstrip projector designed for classroom instruction has been introduced by Graflex, Inc., Rochester, N. Y. Known as the Graflex Instructor 150, it is compact and easily



### For Classroom Use

operated with push button film advance. A newly developed, 150 watt reflector-type lamp insures perfect optical alignment. Lamp is made for long life and high lumen output for a constant, brilliant projection image and uniform screen illumination. An exclusive feature is the lamp ejector for quick bulb replacement. Film takeup compartment safe-guards filmstrips from damage and allows easy removal from projector. On-off switch and permanent cord are provided. Can be operated on AC or DC current. Projectors are finished in green with silver trim, operating instructions are printed on an attached plate. An accessory case is included.

(For Further Details Circle Index Code 020)

## POSTER PAINTS

Bright poster paints for home, club, church, and school are made by Binney & Smith, Inc., New York 17, N. Y. Two sets of Tem-Pra-Tone paints are available, both economically priced. Set 810 includes six, ¼-oz. jars of basic colors: red, yellow, blue, green, black, and white. No. 815



### Buy in Sets or Bulk

contains twelve, ¼-oz. jars of the basic colors plus orange, violet, brown, gray, yellow-green, and turquoise. Paints may also be ordered in bulk, solid color packages in all 12 colors. Write for more information.

(For Further Details Circle Index Code 021)

## SAFE DRIVING FILM

An entertaining film entitled "Tommy Gets the Keys," filmed by B. F. Goodrich Co., Akron, Ohio, stresses good driving practices. It is designed to inspire young people to the sense of responsibility that should accompany the driving privilege.

Adapted from the company's successful cartoon book of the same name, the 13½ min. training film has been endorsed by the National Safety Council. It will be made available to local television stations and to schools, safety and civic groups through local B. F. Goodrich representatives.

(For Further Details Circle Index Code 022)

## STAINLESS STEEL FOOD CARRIERS

Vacuum Can Co., Chicago 12, Ill., has added a new stainless steel, vacuum insulated, portable food carrier to its Aer-Void line. The carrier has a four-pan insert assembly, made entirely of stainless steel. Capacity of the carrier is 11 gals., or 8¾ gals. with the pan assembly. No rack is

needed with the carrier, since pans nest together and are held in place by the cover. All items are of stainless steel, with lids and bodies seam welded, and with guaranteed leakproof vacuum insulation. These food carriers will keep food hot and can be adapted to any kind of food service — cafeteria, classroom, or family style. The units comply with the sanitary construction requirements of the U. S. Public Health Service. Send for descriptive leaflet.

(For Further Details Circle Index Code 023)

(Continued on page 76)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

## GAYLORD Plastic Record Cases Now... 2 styles



Now, the popular and inexpensive Gaylord Plastic Record Cases are available with or without label tab. Provides quick shelf identification without handling . . . speeds locating records.

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Your records can circulate safely in Gaylord's durable Plastic Record Cases. Made of tough, transparent .006" polyethylene sheet, with a "zip-lip" closure, to protect 12" records — and their jackets — against dust, dirt, moisture and mishandling, both on the shelf and in circulation.

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Record Cases may also be used for pamphlets, pictures, artwork and other materials.

### Order now . . . immediate shipment!

Quantity	No. 1313 (Regular)	No. 1314 (With label tab)
10	\$ 2.75	\$ 3.15
50	13.25	15.25
100	25.75	29.75



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supplies

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SYRACUSE, N.Y. STOCKTON, CALIF.

"the house of prompt, friendly, personal service"

## New Supplies

(Continued from page 75)

### LITURGICAL CALENDAR

The 1960 Wheel Calendar from St. Leo Shop, Inc., Newport, R. I., a non-profit corporation, is a liturgical calendar for the home, school, church, or convent. Designed



#### Has Blanks for Memos

in the form of a huge, 22 in. diameter wheel, it presents such information as: first day of Lent, fast and abstinence days, feast days, holy days, and color of the priest's vestments for each day. Empty blanks for each day allow for personal memoranda. The calendar is printed in orange and grey on white background. Miss Ade Bethune, noted religious artist, is the author.

(For Further Details Circle Index Code 024)

### FOREIGN LANGUAGE FLASH CARDS

Foreign Language Flash Cards designed for classroom or home supplement use are available from School Aids Products Co., St. Louis 17, Mo. Five sets are offered: French and Spanish vocabulary words, French and Spanish phrases designed for forming sentences, and a Russian set composed of alphabet, phrases, and numeral words. The manufacturer also distributes reading and arithmetic flash cards in the Parent Teacher Aid line. Write for sample cards from the foreign language sets, prices, and discounts.

(For Further Details Circle Index Code 025)

### POSTURE TYPING CHAIR

A typist's posture chair, No. 47, is the newest addition to the line of school furniture made by Desks of America, Inc., Bridgeport 6, Conn. This three-way adjustable chair is engineered for individual fit, comfort and correct typing posture. Contour-shaped seats and backs of sturdy plastic are offered in a choice of decorator colors—coral, green, yellow or gray. These exceptionally sturdy chairs are low in cost and require little maintenance.

(For Further Details Circle Index Code 026)

### NEW SCHOOL TABLES

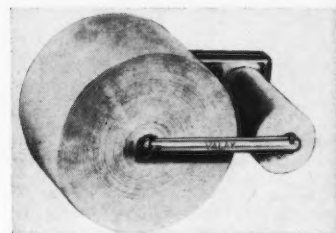
Irwin Seating Co., Grand Rapids, Mich., announces a new line of tables to match the firm's new 3/R line of classroom desks and chairs. The tables have swayed tubular legs, and welded support sections

for rigidity without the use of braces. This design offers more knee room and stability. Table tops have full plywood cores with a Textolite surface that resists heat, liquids, and rough wear. The table is available in round, trapezoidal, or rectangular shapes, and in a wide range of sizes for various age groups. Attachable bookracks may be ordered. Send for more details about the 3/R line.

(For Further Details Circle Index Code 027)

### TOILET TISSUE DISPENSER

The Valay Multi-Roll tissue dispenser does away with storage cabinets, core tissue rolls, and theft of dispenser or rolls. The double roll fixture prevents tissue waste and litter, never runs out of tissue



#### Always a Spare

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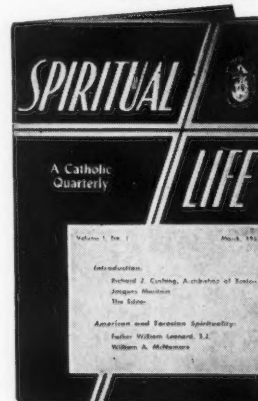
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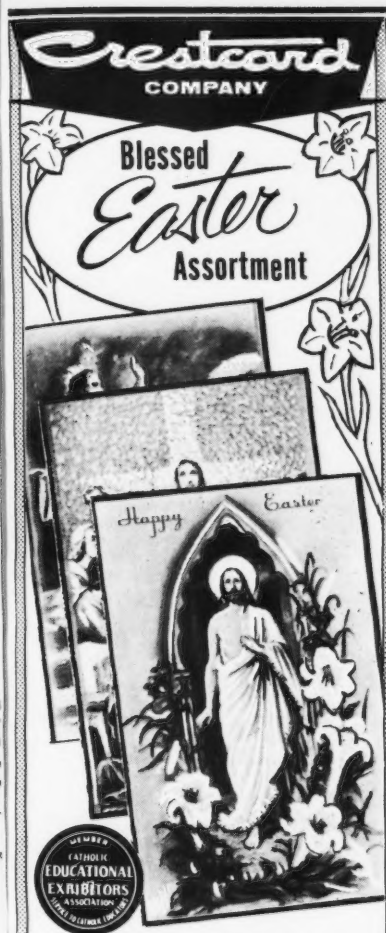
Written and edited in the great tradition of European Carmelite magazines, **SPIRITUAL LIFE** is eminently qualified to transmit the rich heritage of St. Teresa and St. John of the Cross through its modern American Discalced Carmelite editors.

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Greenwich, N. Y. The double-hinged dispenser of heavy-gauge aluminum has a steel spindle roll that unlocks and extends easily for refilling. Fixture locks automatically. A spring tension device controls dispensing and protects against theft. No larger than standard single roll fixtures, it can be mounted either right or left. The heavy steel backplate has a black enamel sprackle finish. Send for leasing details.

(For Further Details Circle Index Code 028)

### TEACHER'S AIDS

The Candlelight Guild, New York 36, N. Y., offers an eight-page pamphlet describing the symbolism of ceremonial lights used on altars of the Church and in the homes of the faithful. This is the latest pamphlet in a series on the candle which is being distributed to teaching Sisters and diocesan superintendents in parochial and private schools throughout the country.

(For Further Details Circle Index Code 029)

"Breaking the Language Barrier" is a recent film of a television network program based on Pomona College's language laboratory and instruction methods. The film, which won the 1958 Peabody Award, is now available for free showings through Magnetic Recording Industries, New York City.

(For Further Details Circle Index Code 030)

The National Garden Bureau, New York, N. Y., offers on request, a plan for an 8 by 10-ft. scale model of a garden, along with planting directions. The project is aimed at teaching gardening to children nine years and over.

(For Further Details Circle Index Code 031)

"How Do Labor and Schools Work Together?" is a free booklet offered by the National Citizens Council for Better Schools, New York 16, N. Y. It presents a rundown of labor's interest, past and present, in education and an outline of public school structure, the people who run the schools, and the attitudes that influence them.

(For Further Details Circle Index Code 032)

The 1960 edition of the Science Clubs of America Sponsor Handbook will be supplied free to some 25,000 sponsors of science clubs all over the world. It contains details on science fairs and how to run them, information on science research contests, as well as helpful sources for scientific equipment, samples, and audio-visual aids. The 96-pp. book retails for \$1.00 from Science Clubs of America, Washington 6, D. C.

(For Further Details Circle Index Code 033)

(Concluded on page 78)

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**Sell famous Mason Candies and in 4 to 15 days your group can make \$300 to \$2500.**

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## New Supplies

(Concluded from page 77)

How anthracite (hard coal) serves both home and industry is demonstrated in a 12-page booklet, available from the **Anthracite Information Bureau**, New York 17. The well-illustrated booklet is a interesting supplementary aid suitable for use in grades 6 to 12.

(For Further Details Circle Index Code 034)

For teachers of home economics, foods and nutrition, consumer education, home furnishings and home managements, the **Sterling Silversmiths of America**, New York 17, N. Y., offers two project booklets: "New Teaching Ideas on Buying, Using, Caring for Sterling Silver Flatware," and "Starting With Sterling."

(For Further Details Circle Index Code 035)

Teachers in secondary schools will be interested in using a booklet offered free by **Ambassade de France**, New York 21, N. Y., entitled, "France and Her People." The booklet briefly describes France's long history and cultural heritage, while placing emphasis on present-day trends and achievements.

(For Further Details Circle Index Code 036)

A planning guide and catalog for home economics laboratories is offered by the **School Room Cabinet Div., Kitchen Maid Corp.**, Andrews, Ind. More than 50 cabinets are detailed with specifications and installation suggestions.

(For Further Details Circle Index Code 037)

Publications that describe how elementary and secondary schools can make the best possible use of the provisions in the National Defense Education Act:

"Improve Your Teaching With Books" is an 8-page leaflet available from the **American Book Publishers Council**, New York 18.

(For Further Details Circle Index Code 038)

"Action For Science Under NDEA" is a 24-page booklet published by the **National Science Teachers Association**, Washington 6, D. C. A single copy will be sent upon request; 15 cents each on quantity orders.

(For Further Details Circle Index Code 039)

An eight-page guide and checklist of suggested material and equipment covered by the National Defense Education Act of

1958 is now available to schools participating in the program. The unofficial guide, offered by the **Beckley-Cardy Co.**, Chicago 39, Ill., includes more than 500 approved items.

(For Further Details Circle Index Code 040)

**Delta Brush Mfg. Co.**, Mount Vernon, N. Y., offers a free wall chart, catalog, and check list to help art teachers and purchasing agents select the correct brush for school art projects. Send for copies.

(For Further Details Circle Index Code 041)

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# READER'S SERVICE SECTION

## INDEX TO SCHOOL EQUIPMENT

The index and digest of advertisements below are provided for your convenience in requesting free product information, catalogs and literature offered by the advertisers and by manufacturers listed in New Products and Literature. To obtain this information or literature, encircle code numbers, sign the card and mail. Your request will receive prompt attention.

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These cards are provided for the convenience of CATHOLIC SCHOOL JOURNAL readers in requesting information on products, services, booklets, and catalogs offered by the advertisers in this issue.

January, 1960

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400 North Broadway, Milwaukee 1, Wisconsin

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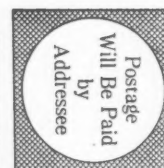
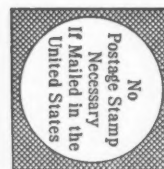
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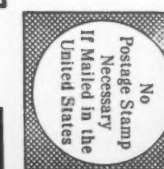
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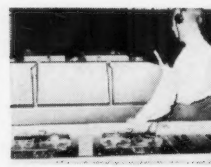
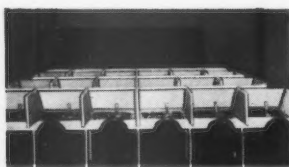
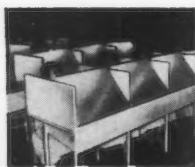
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